THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

UNDERGRADUATE BULLETIN

FOR

1998-1999

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Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, PO Box 26170, UNCG, Greensboro, NC 27402-6170, (336/334-5009), is responsible for coordinating compliance and investigating complaints.

Nondiscrimination on the Basis of Sexual Orientation Policy Statement

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 336/334-5513. Staff, faculty or member of the public may contact the UNCG AA/EEO Officer at 336/334-5009.

Equity in Athletics Statement

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNCG's intercollegiate athletics programs may be obtained from the UNCG Athletic Department, 337 HHP Building, UNCG, Greensboro, NC 27402.

Right-To-Know Statement

Pursuant to the federal Student Right-to-Know Act, UNCG graduation rates may be obtained from the Office of Student Academic Services, 159 Mossman Building, UNCG, PO Box 26170, Greensboro, NC 27402-6170.

Catalog Issue for the Year
1997-98

Announcements
for 1998-99

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THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

One-Hundred-and-Seventh Annual Undergraduate Catalog

1998 - 1999

This Bulletin is also available on the University's webpage at http://www.uncg.edu and the University Registrar's homepage at http://phantom.uncg.edu.

UNCG ACADEMIC CALENDARS

FALL SEMESTER 1998

August 13, Thurs.	Fall Semester opens
August 13, Thurs.	Undergraduate academic suspension appeals deadline
August 13-15, Thurs. - Sat.	Orientation, advising and registration for all students based on student population and classification
August 13, Thurs.	Orientation for new graduate students
August 17, Mon.	Classes begin (8:00 a.m.)
August 17-21, Mon. - Fri.	Late Registration and Schedule Adjustment
August 21, Fri.	Last day to change courses or course sections without special permission
August 21, Fri.	Financial Aid satisfactory academic progress appeals deadline
August 24, Mon.	Last day to drop course(s) and receive a refund on tuition and fees
August 24, Mon.	Deadline for graduate students to apply to graduate in Fall 1998 (December)
September 7, Mon.	Labor Day Holiday. Classes dismissed; offices closed
September 28, Mon.	Deadline for undergraduate students to apply to graduate in Fall 1998 (December)
October 5, Mon.	Founder's Day
October 5, Mon.	Six weeks unsatisfactory progress reports due in University Registrar's Office
October 9, Fri.	Instruction ends for Fall Break (6:00 p.m.)
October 14, Wed.	Classes resume (8:00 a.m.)
October 16, Fri.	Last day to drop courses without academic penalty
October 29-November 12, Thurs. - Thurs.	Spring Semester advising for continuing undergraduate students in major departments, by appointment
October 30, Fri.	Final date for oral examinations for December doctoral candidates
November 2-12, Mon.-Thurs.	Registration for continuing students for Spring Semester
November 13, Fri.	Deadline for filing one signed copy of dissertation in the Graduate Office
November 24, Tues.	Instruction ends for Thanksgiving holidays (10:00 pm)
November 30, Mon.	Classes resume after Thanksgiving holidays (8:00 a.m.)
November 30, Mon.	Deadline for filing one copy of thesis in the Graduate School Office
December 4, Fri.	Final deadline to pay Spring registration bills
December 7, Mon.	Last day of classes
December 8, Tues.	Reading Day
December 8, Tues.	Final date for complete clearance of December candidates for graduate degrees
December 9-11, 14-16 Wed. - Fri., Mon. - Wed.	Final Examinations
December 12, Sat.	Tentative official final exam make-up day (as determined by the administration)
December 17, Thurs.	Tentative official final exam make-up day (as determined by the administration)
December 18, Fri.	December Commencement

SPRING SEMESTER 1999

January 4, Mon.	Undergraduate academic suspension appeals deadline
January 7-9, Thurs.,-Sat.	Orientation, advising and registration for all students based on student population and classification
January 11, Mon.	Classes begin (8:00 a.m.)
January 11-15, Mon.- Fri.	Late Registration and Schedule Adjustment
January 15, Fri.	Financial Aid satisfactory academic progress appeals deadline
January 15, Fri.	Deadline for undergraduate students to apply to graduate in May 1999
January 15, Fri.	Last day to change courses or course sections without special permission
January 18, Mon.	Dr. Martin Luther King, Jr. holiday. Classes dismissed; offices closed
January 19, Tues.	Last day to drop a course(s) and be entitled to a refund on tuition and fees
January 19, Tues.	Deadline for graduate students to apply to graduate in May 1999
February 15, Mon.	Deadline for undergraduate students to apply to student teach during 1999-00
February 22, Mon.	Six weeks unsatisfactory progress reports due in University Registrar's Office
February 27, Sat.	Instruction ends for Spring Break (1:00 p.m.)
March 1, Mon.	Financial aid priority filing date for 1999-2000 academic year
March 8, Mon.	Classes resume following Spring Break (8:00 a.m.)
March 10, Wed.	Last day to drop course(s) without academic penalty
March 26, Fri.	Final date for oral examinations for May doctoral candidates
April 1-15, Thurs.-Thurs.	Summer and/or Fall Semester advising for continuing undergradate students in major departments, by appointment
April 2, Fri.	Spring Holiday. Classes dismissed; offices closed
April 5-9, 12-15, Mon.-Fri., Mon.-Thurs.	Registration for continuing students for Summer and/or Fall Semester
April 9, Fri.	Deadline for filing one signed copy of dissertation in the Graduate Office
April 22, Thurs.	Deadline for filing one copy of thesis in the Graduate School Office
May 4, Tues.	Last day of classes
May 5, Wed.	Final date for complete clearance of May candidates for graduate degrees
May 5, Wed.	Reading Day
May 6-8, 10-12, Thurs-Sat; Mon-Wed.	Final Examinations
May 16, Sun.	May Commencement

SUMMER 1999

May 19, Wed.	First summer session classes begin
May 26, Wed.	Deadline for graduate students to apply to graduate in Summer 1999
June 1, Tuesday	Deadline for undergraduates to apply to graduate in Summer 1999
June 22, Tues.	First Summer Session final exams
June 24, Thurs.	Second Summer Session classes begin
July 29, Thurs.	Second Summer Session final exams

Contact UNCG Counseling and Testing Center for exact dates of qualifying examinations.

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CHANCELLOR'S WELCOME

Welcome to The University of North Carolina at Greensboro. For more than a century UNCG has been committed to excellence in education, scholarship and service to the people of North Carolina and the nation.

Our new vision statement describes our aspiration for the next century—"to be a leading student centered University linking the Piedmont Triad to the world through learning, discovery and service." This means a renewed emphasis on helping students realize their academic, personal and career goals in an environment where students are expected to be engaged in learning, active on campus and committed to building community.

The **Undergraduate Bulletin** *describes the nature of our academic and student service support programs and the policies which govern them. I hope you will find it informative and helpful as you plan your academic career at UNCG—the right place, right now.*

I wish you a successful and rewarding experience at UNCG.

PATRICIA A. SULLIVAN
CHANCELLOR

Part 1
Introduction

The University

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College — one of the three original institutions of The Consolidated University of North Carolina — it has been highly regarded now for more than a century for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body of UNCG — 66% female and 34% male — comprises approximately 12,308 men and women, about three-fourths of whom are undergraduate and one-fourth graduate students. While 89% are from North Carolina, students come from 40 other states and 43 foreign countries. Minority enrollment is approximately 16%, including 14% African-American students. Approximately 60% of UNCG students receive some type of financial aid.

Among the 578 full-time faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 92.3% hold terminal degrees in their disciplines. The faculty is committed to excellence in teaching, research, and public service. Faculty members are easily accessible to students through an advisory system and on an informal basis. The ratio of students to faculty is 14.8 to 1.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools — those of the Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; and Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Medical Technology (BSMT), and Bachelor of Science in Nursing (BSN)

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Provost coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

The University faculty through the Faculty Senate and the Undergraduate Curriculum Committee determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

Approximately 1,200 courses are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register without additional tuition at Bennett, Elon, Greensboro, and Guilford Colleges, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University.

The University also offers three doctoral degrees in 13 areas of study, four Master of Fine Arts degrees, and several other master's degrees and post-master's certificates in a wide variety of concentrations. *The Graduate School Bulletin* describes these programs in complete detail.

Most **undergraduate degree programs** require 122 semester hours with 24-36 semester hours of work in the major. See Part 5 of this catalog for complete descriptions of academic programs and University-wide requirements.

Many special academic programs are available as well. Among these, **Teacher Education** has a long tradition. Five UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher licensure in North Carolina and qualification for licensure in most other states. Students may select licensure programs in 29 subject areas. See Part 7 for complete details.

The **Honors Program** provides an early opportunity for broad interdisciplinary study with team-taught sessions and independent projects.

Special interdepartmental academic programs offering majors in **Medical Technology** and **Women's Studies** are also available.

The College of Arts and Sciences's **Special Programs in Liberal Studies** offers programs in African American Studies, Archaeology, International Studies, and Linguistics.

UNCG's seven **preprofessional programs** offer all of the courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

Independent study, tutorials, and internships are available in most schools and departments.

Residential College, Cornelia Strong College, and Ione Grogan College each provide unique settings for innovative study and unity of academic and social experiences for students.

Students interested in **study abroad** for academic credit may select from several opportunities available, through summer study, semester abroad, or the junior year abroad program.

These and other special academic programs are described fully in Part 6.

Campus Life

The 76 buildings on the attractively landscaped campus reflect the 107-year history of the University from the oldest, Foust, (1892), to those currently under construction and renovation. A new music building and baseball and student recreation fields are under construction. Plans are underway for a new science building. The Student Plaza, situated in the middle of the campus, is a popular location for outdoor events and informal gatherings.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Gallery, now located in the Anne and Benjamin Cone art center, houses what is considered to be the most outstanding permanent collection of contemporary art in the southeast and offers a showcase for student and faculty work.

University Dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition.

A wide-ranging program in theatre has five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, the NC Theatre for Young People, and the Summer Theatre. A student-managed campus radio station is housed in Taylor Building. The University Concert/Lecture Series brings exciting and innovative programs in the performing arts to the campus.

Residence life and the many opportunities and services for students are described in Part 8, "The University Community".

Student Health Service provides full-time medical services, while the Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

The Career Services Center assists students with planning their careers and securing full-time employment after graduation.

The focal point for campus events is Elliott University Center, which provides space for student government, student publications, and many student organizations, as well as offering movies, concerts, lectures, dances, and parties.

There are over 150 clubs and organizations at UNCG. Choices include honor societies, national societies, service organizations, departmental, professional, religious, and general groups, musical media, Greek, and sports clubs and organizations. UNCG is one of only six higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Eight Greek fraternities and eight sororities have chapters on campus and offer a channel for social growth.

UNCG has a sixteen-team intercollegiate athletics program and competes in the NCAA Division I and the Southern Conference. A wide choice of intramural sports and club sports is also offered on campus.

The well-equipped recreation center offers a full range of recreational services to the campus, inluding an indoor climbing wall.

The UNCG campus consists of approximately 200 acres located near the center of Greensboro, the state's third largest city. Greensboro has an approximate population of 200,000, while the greater Triad area has a population approaching 1,000,000. Located midway between Washington and Atlanta, Greensboro is only two hours from the mountains, and about three hours from the coast. Greensboro is a dynamic city, offering a splendid setting for a university. In return, for over a century, UNCG has enriched Greensboro with its widely diversified academic community.

ACCREDITATION

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and at the national level by the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in some departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in Part 5, "Academic Programs".

THE MISSION OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(Approved by the Board of Trustees, April 8, 1993; Revised June 15, 1994)

Dedicated to teaching, research, and service for the benefit of the people of North Carolina, The University of North Carolina at Greensboro provides excellence in mutually supportive undergraduate and graduate education. This mission is based upon its legacy of distinguished undergraduate education for women and on the responsibilities inherent in its present role as a doctoral-granting university.

Committed for over a century to the primacy of teaching based in scholarship, the University fosters knowledge, intellectual skills, and the joy of reasoned inquiry in its students so that they may become thoughtful and responsible members of society. It affords an exceptional opportunity for all students, at any stage in their lives, to secure professional or other specialized preparation firmly grounded in the liberal arts. In carrying out its responsibilities for research and creative endeavor, the University offers undergraduate and graduate programs of distinction and aims for national recognition for certain graduate programs, including all doctoral programs.

The University has a proud tradition of professional and public service. Recognizing that the society it serves is global, the University applies its intellectual resources to enhance the quality of life in the Piedmont Triad region, the state of North Carolina, the nation, and the world.

The University is dedicated to sustaining a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. As an institution in an urban setting, the University offers students a rich array of experiential opportunities. Through its co-curricular programs, the University contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. Intellectual curiosity and tolerance, the natural resources of any learning environment, are cultivated and prized by the University community.

The Vision Statement of The University of North Carolina at Greensboro

(Approved by the Board of Trustees, August 29, 1996)

The University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service.

Affirmative Action Plan

(March 25, 1973, Chapter II, reaffirmed in Affirmative Action Plan)
(Revised 1983)

University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disabling condition. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973, the ADA of 1990, and other applicable federal and state laws. The Affirmative Action Officer, UNCG, PO Box 26170, Greensboro, NC 27402-6170, (336-334-5009), is responsible for coordinating compliance and investigating complaints.

This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

> "Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter 1, Section 103)

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

> "It is the goal of The University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions."

The University appoints and promotes for all job classifications without regard to race, color, national origin, gender, age, religion, disability, or veteran status in such manner as is consistent with achieving a staff of diverse and competent persons.

The University administers all personnel actions such as compensations, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs without regard to race, color, national origin, gender, religion, disability or veteran status.

The University maintains a standing committee on equal employment opportunity and intergroup relations appointed by the Chancellor, to act in an advisory capacity to her and to other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Affirmative action is a priority concern in all facets of operation.

Nondiscrimination on the Basis of Sexual Orientation Policy

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 336/334-5513. Staff, faculty or member of the public may contact the UNCG AA/EEO Officer at 336/334-5009.

Part 2
Admissions

Admissions

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average and SAT I or ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen and transfer students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973, the ADA of 1990, and other applicable federal and state laws. The Affirmative Action Officer, UNCG, PO Box 26170, Greensboro, NC 27402-6170, (336/334-5009), is responsible for coordinating compliance and investigating complaints.

For traditional freshman and transfer applicants, interviews are not used as criteria for admission. Individual appointments for information purposes may be arranged by contacting the Office of Admissions, 336/334-5243, at least two weeks in advance of the date a campus visit is planned. Nontraditional Adult Students applying through the Adult Continuing and Evening Students (ACES) Office are required to schedule an interview with an ACES advisor, 336/334-5757.

Adult students who do not meet regular admission requirements may seek admission through the Adult Continuing and Evening Students (ACES) program (see p. 11).

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines.

Freshmen

A freshman is defined as a student who is a high school graduate and who has not attended college. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated as a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Secondary School Preparation

Candidates for admission to the freshman class must submit a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a course which meets for one period daily during the entire school year or its equivalent.) Students must present the units described at the bottom of this page.

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

Nonaccredited Secondary Schools

Applicants from nonaccredited secondary schools must meet the same requirements for secondary school courses as applicants from accredited secondary schools. In addition, applicants from nonaccredited secondary schools must submit results from the SAT I or ACT and an application portfolio.

Application Procedure for Freshmen

1. Complete the UNCG application forms. A $35.00 application fee must accompany the application. This fee covers the cost of processing the application, and is subject to change. It is not refundable and is not applicable toward tuition or other costs.

Early application for admission is recommended; however, the priority deadline for submitting the application is March 1 for the fall and November 1 for the spring semester. The final deadlines are August 1 for fall and December 1 for spring.

2. Submit an official transcript of secondary school work. Applicants must request that their guidance counselors forward their transcripts, including courses in progress, cumulative grade point average, and rank in class, directly to the Office of Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcript.

3. Take the Scholastic Assessment Test (SAT I) administered by the College Board. This test should be taken in the spring of the junior year and in the fall of the senior year of secondary school if possible. Test scores must be sent directly from the College Board to the Office of Admissions. UNCG's College Board code number is 5913. For information about the SAT I, write or call College Board SAT Program, Princeton, NJ 08541, 609/771-7600. You might also visit the ETS website at www.ets.org/.

Required Secondary School Units (minimum admission requirements)

English (emphasizing grammar, composition, and literature)	4
Foreign Language (two years of one foreign language)	2
Mathematics (Algebra I, Algebra II, Geometry)	3
Science (including at least **1 unit in life or biological science,** at least **1 unit in physical science,** at least **1 laboratory course**)	3
Social Science (1 unit in US history; 1 unit in history, economics, sociology or civics)	2
Electives	1
Total required units	**15**

American College Test (ACT) scores are acceptable in lieu of SAT I scores. Test scores should be sent directly from The American College Testing Program, P.O. Box 168, Iowa City, IA 52240. UNCG's ACT code number is 3166. You might also visit the ACT website at www.act.org/.

Additional admissions requirements for selected majors and programs are listed on this page and p. 11.

Transfer Students

Well-qualified students with 30 academic semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated a "freshman-transfer"and must meet requirements under both transfer and freshman admissions programs. Applicants who are 2 + Articulation students, Returning (former) UNCG students, or Nontraditional Adult students should refer to p. 12.

Requirements and Procedures

Transfer students must have a 2.0 or better average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended institution.

The priority deadline for submitting the application is March 1 for the fall and November 1 for the spring semester. Final deadlines are August 1 for fall and December 1 for Spring. Students must submit the following:

1. **UNCG application forms showing true and complete information.**
2. **Official transcript from the secondary school attended.** Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See specific course units listed in "Freshmen" section, p. 9). Transfer students not meeting this requirement should refer to the section on entrance deficiencies, p. 13.
3. **Official transcripts from each postsecondary institution** previously attended (including summer school and extension).
4. **A list of courses in progress** including course number, course name, and semester/quarter hours of credit.
5. **An application fee, currently $35,** not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions staff reviews the application to determine admissibility. The number of semester hours of credit for previous college-level work which can be transferred to UNCG and applied toward a bachelor's degree will be determined by the University Registrar after formal admission. Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. Course work completed with a grade of D+, D or D- will not transfer hours of credit but may be used to fulfill course requirements.

Additional Admissions Requirements for All Applicants

Selected majors and programs have special admission and progression requirements in addition to admission to the University.

College of Arts and Sciences

Biology majors: must maintain a 2.0 GPA in all biology courses taken at UNCG; teacher licensure in biology requires a 2.5 in all biology courses taken at UNCG.

Broadcasting/Cinema and Theatre majors: Drama Majors (BA and BFA) must have grades of C- or better in all courses in the major; Drama Majors (BFA) with a concentration in Theatre Education must have an overall GPA of 2.7; Media Studies Majors must have grades of C or better in all courses in the major.

Classical Studies majors: must have a 2.0 GPA in all courses in the major.

Communication Studies majors: must have grades of C- or better in all courses in the major.

English majors: must have grades of C- or better in all courses in the major. Admission to teacher education and student teaching in English requires a minimum GPA of 2.75.

German majors: must maintain a GPA of 2.0 in all German courses.

History majors: must maintain a 2.0 GPA in all history courses.

Mathematics and Computer Science majors: must maintain a 2.0 GPA in all mathematical science courses.

Physics majors: must maintain a 2.0 GPA in all required physics and mathematics courses.

Bryan School of Business and Economics

International Business Studies Program: requires a 2.5 GPA for admission to and retention in the program.

Information Systems & Operations Management major: requires a 2.5 GPA with at least six credit hours earned in ISOM courses at UNCG for admission to and retention in the program.

A 2.0 GPA is required for admission to and retention in all other programs and majors in the Bryan School.

School of Education

Elementary or Middle Grades Education majors: a GPA of 2.75 is required for admission to these teacher education programs. Transfer students planning to pursue those majors should contact the School of Education Student Information & Advising Office.

Education of the Deaf majors: must have an overall GPA of 2.7.

Admission to teacher education at the secondary level requires a minimum GPA of 2.5, except where higher GPA requirements are noted. Applications for admission should be filed in the Teacher's Academy (319 Curry) during the second semester of the sophomore year. Transfer students must apply after they have completed 12 semester hours in residency.

School of Health and Human Performance

Dance majors: admission is by application only. A grade of C- or better must be earned in all dance courses.

Exercise and Sports Science majors: a minimum GPA of 2.3 is required for enrollment in 500-level Exercise and Sports Science courses. Exercise and Sports Science majors in the Physical Education Teacher Education concentration must meet the 2.5 GPA required for admission to the Teacher's Academy.

Health Education majors: must have a 2.2 cumulative GPA and at least a C in all health courses for admission into the professional program.

Speech Pathology and Audiology majors: must have an overall GPA of 2.7

School of Human Environmental Sciences

Nutrition and Foodservice majors: must earn grades of C or better in all required 400-level or higher FNS courses

Interior Design majors: admission is by interview only and transfers must have a 2.5 GPA for admission. A GPA of 2.0 must be maintained to continue in the program.

Human Development and Family Studies majors: requires a 2.2 GPA for admission to the major. Preschool Education majors must have a 2.5 GPA before taking methods courses.

Social Work majors: admission to field instruction occurs only after achieving 84 hours with a 2.3 GPA.

School of Music

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music. Such auditions should be arranged in advance through the School of Music. Students should write the School of Music, 107 Brown Building, UNCG, Greensboro, NC 27412-5001, for information.

Music Education majors: must have a 2.5 GPA for admission into the Teacher's Academy.

School of Nursing

A minimum GPA above 2.0 is required for admission. Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer. The application deadline for upper division is February 1.

Admissions Decision

After all required information is in the Office of Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

Candidate's Reply Card

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission. If this form is not received, the student's application is subject to cancellation. Students must also submit a completed immunization form prior to enrolling.

International Students

International applicants must complete the special international application and return all required documents **on or before the international deadline** as specified in the international application. International applicants should present Scholastic Assessment Test results along with all applicable transcripts from secondary and postsecondary schools. International applicants whose native language is not English should also present TOEFL results in support of their application.

Prior to admission, applicants must submit evidence of adequate financial support to cover their expenses for their first year of study at the University as specified on page 18 of this catalog. The University will issue the necessary visa documentation only to those students who are formally admitted to the University. **International students should not leave their native countries intending to enroll at the University until they have received a formal letter of acceptance and all appropriate visa documentation.** You might also visit the ETS website at www.ets.org/.

Visiting Students

College Level

A student who is currently working towards a degree at another institution but wishes to take courses at UNCG during the regular term is classified as a "visiting" student.

To be considered for admission as a visiting student, an applicant must:

1. Submit the regular application forms and the application fee.

2. Have the dean of the home institution send the Office of Admissions written permission to take the specific courses here which will be acceptable for transfer credit at that institution. Written permission must be submitted for each semester that the applicant wishes to attend UNCG. Visiting students may not continue beyond one semester without providing additional permission from the dean of the home institution.

3. Have an official transcript from that institution forwarded to the Office of Admissions.

Visiting students must have a 2.0 GPA or better average on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

Secondary School Level

The University provides secondary school students who have strong academic records the opportunity to begin their college studies early and to supplement their secondary school curriculum. Secondary school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application, the application fee, a high school transcript, and a letter of permission from their parent(s) and from their principal. Enrollment as a visiting secondary school student does not imply regular admission to UNCG.

ACES—Adult Continuing and Evening Students Program

The Adult Continuing and Evening Students (ACES) program provides expanded opportunities for non-traditional adult and returning UNCG students who qualify. Several evening degree programs are available for such individuals on a part-time or full-time basis. Many other programs are available during the day. The Office of Adult Continuing and Evening Students offers assistance in the form of admissions advising and support services. The ACES Office is open 8am to 8pm, Monday through Thursday, and 8am to 5pm on Friday. The phone number for the ACES Office is 336/334-5757.

Nontraditional Adult Students

UNCG encourages qualified adult students to complete their undergraduate degree with support from the Office of Adult and Continuing Students (ACES).

Persons who have been away from formal school for at least 12 consecutive months may apply as nontraditional adult students. They must have completed high school or earned a GED. If their graduation from high school occurred in 1988 or later, they must fulfill Minimum Admissions Requirements as listed on p. 9. Additionally, an interview with an ACES advisor is required.

If admitted as a nontraditional adult student, they must successfully complete 15 semester hours with a 2.0 GPA at UNCG and must remove mathematics deficiencies before they may request reclassification as freshman through senior status (depending upon the number of credit hours completed). See Part 4, "Academic Regulations."

To apply for acceptance as a nontraditional adult student, an applicant should do the following:

1. Complete the UNCG ACES application form and return it to the Office of Adult Continuing and Evening Students with the application fee.

2. Submit official transcripts from the secondary school attended (and/or General Educational Development equivalency scores) and from any post-secondary institutions attended, including summer school and extension.

3. Submit discharge papers (DD 214) from the armed services if applicable.

4. Schedule a preadmissions conference with an admissions advisor in the Office of Adult Continuing and Evening Students.

Applicants will be notified of action taken as soon as possible. Admitted students should confirm their intention to enroll by completing the "intent to enroll" card and returning it to the Office of Adult Continuing and Evening Students within four weeks from the date of acceptance if possible. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, students must submit a medical report form (found in the **UNCG Enrollment Handbook**) to the UNCG Student Health Services in Gove Health Center.

Returning (Reactivated) UNCG Students

UNCG students who leave in good standing, having completed at least 15 hours at UNCG, are eligible to return in good standing irrespective of transfer credit and grades made elsewhere. Returning students should follow one of the procedures outlined below.

Returning UNCG students who have not attended any other post-secondary institution during the interim are eligible to continue their enrollment at the University after discontinuing their studies for one or more semesters. These students should contact the University Registrar's Office, 180 Mossman Building, UNCG, PO Box 26179, Greensboro, NC 27402-6179, 336/334-5946, to obtain reactivation information and materials.

Deadlines for submitting Reactivation Forms

- for Students **with Holds** (academic/financial/other)

For Fall '98	Wednesday, Aug. 12
For Spring '99	Wednesday, Jan. 6

- for Students **without Holds**

the first day of class for each semester—

For Fall '98	Monday, Aug. 17
For Spring '99	Monday, Jan. 11

Returning UNCG students who have attended another post-secondary institution since leaving the University are required to submit official transcripts to the ACES Office for evaluation of transfer credit. These students are also required to submit new applications. Please contact the ACES Office, 336/334-5757, to obtain application materials.

2+ (Articulation Agreement) Students

UNCG is proud to be one of the first institutions in North Carolina to enter into 2 + Articulation Agreements with community colleges statewide for students transferring from specific Associate in Applied Science degrees into accredited Bachelor of Science programs.

Agreements currently exist with with many North Carolina Community Colleges. Specific details of each agreement may be obtained from the UNCG ACES Office or the community college involved.

2 + Articulation students are transfer students with several unique requirements and procedures. All details governing their enrollment are provided for in the Articulation Agreements. The decision for admission is based on successful completion of the Associate of Applied Science Degree and other specific factors outlined in the 2 + Articulation Agreement. These applicants must complete all procedures listed above under Nontraditional Students except for #2 and apply through the ACES Office.

2 + Articulation Program students must meet the GPA requirements of the UNCG School of their major as designated in the Articulation Agreement.

No combination of 2+ and transfer/extension credit may exceed 64 semester hours on the student's statement of credit.

Second Baccalaureate Degree Students

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree in a different field should follow the instructions below:

1. Complete the application forms and return them to the Office of Adult Continuing and Evening Students with the application fee.

2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

An applicant holding a baccalaureate degree and taking work for credit for other purposes must apply through the Graduate School. Exception I: second-degree applicants to Preprofessional Programs, including the Pre-Medical Program, should apply through the Office of Adult Continuing and Evening Students. Exception II: All students seeking Initial "A" Teacher's Licensure in the same major as their degree should contact the ACES Office.

Non-Degree Seeking Students

Students who do not currently wish to pursue an undergraduate degree but who desire to take undergraduate courses for personal interest may consider registering through the Express Registration process. Information about Express Reg-

istration and Express Registration forms may be obtained from the ACES Office (336/334-5757) or the University Registrar's Office (336/334-5946).

Returning (former) UNCG students are not eligible for this process but must apply as Returning UNCG students (see "Returning UNCG Students" on p. 12).

A undergraduate who registers through the Express process will be permitted to take no more than 7 semester hours of credit per term, and must meet prerequisites for any courses or program. Additionally, Express students are not eligible for any kind of University financial aid. An Express student who has previously attended another college must be eligible to return to that institution.

If the student desires to be considered for degree-seeking status, an official application and records must be submitted to the Office of Adult Continuing and Evening Students. At that time the records will be reviewed to determine if the student is eligible to become degree-seeking according to admissions policies.

All students are required to meet the University's continuing-in-education requirements as defined in the *Undergraduate Bulletin* to be able to continue their academic endeavors.

All students, including those registering through Express, are required to submit a medical report form (in the **Enrollment Handbook**) with appropriate verification of immunizations. This form must be completed under the conditions established for all admitted students (see "Immunization Clearance", below).

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the standard admissions procedures. Part-time students are those who enroll in less than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency.

Immunization Clearance

Students who have been admitted to UNCG are required by North Carolina State law to submit an immunization form with appropriate verification of immunizations. This form is supplied by the admitting office and must be satisfactorily completed and returned to Gove Student Health Center. **Failure to comply with this requirement within thirty calendar days from the first day of registration will result in the student's being administratively withdrawn from the University.** Once dropped from the University, the student must re-apply for admission should he or she wish to return the following semester or any time thereafter. This requirement applies to **all students,** regardless of whether they are part-time or full-time. **Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are entitled to a refund, subject to the guidelines of the University's Refund Policy.** This policy is published on pp. 22-23 of the *Undergraduate Bulletin.*

Entrance Deficiencies

All deficiencies must be removed before graduation from the University.

High School Subject Deficiencies

Foreign Language. A student deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours or become ineligible to continue at UNCG until the deficiencies are removed. A student transferring to UNCG as a junior or senior must remove the deficiencies prior to completion of 30 semester hours or become ineligible to continue. Deficiencies can be removed by completing the course in an approved secondary school, or by completing the appropriate college-level course in the area of the deficiency. Removal of a two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they will be allowed to begin their study of the language at UNCG.

Appeal of Foreign Language Admission Deficiencies. A student with circumstances that may interfere with his/her ability to successfully remove foreign language admission deficiencies by completing beginning-level foreign language courses (through the 102 level) may appeal to remove the deficiencies by completing alternate courses. A written appeal and any supporting documentation should be submitted to Student Academic Services. In such cases, after consultation with appropriate University faculty and staff, Student Academic Services may approve alternate foreign language courses that are translated into English or courses in the history and traditions of non-English speaking cultures.

If a student with a major within the College of Arts and Sciences submits a foreign language admission deficiencies appeal, it will be considered by Student Academic Services in conjunction with the College of Arts and Sciences because the College requires intermediate-level proficiency in one foreign language (through course number 204). The College may approve alternate courses to fulfill both the College foreign language requirement and to remove the foreign language admission deficiencies.

Other Deficiencies. Students who graduated from high school in or after the Spring of 1988 and who are deficient in any high school unit except foreign language must complete a minimum of six semester hours (or nine quarter hours) with grades of "C-" or better in each of the following subject areas — English, mathematics, natural sciences, and social sciences — BEFORE they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG.

Postsecondary Course Deficiencies

2 + Articulation Program Deficiencies. Students who have not completed the A.A.S. degree with all articulation requirements met are admitted to UNCG as candidates for formal admission to the School of the 2 + Program with a deficiency. The deficiency(s) must be removed before these students can be formally admitted to the School of the major program.

COURSE CREDIT AND ADVANCED PLACEMENT

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

COLLEGE BOARD ADVANCED PLACEMENT (AP) PROGRAM

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation. You might also visit the ETS website at www.ets.org/.

ADVANCED PLACEMENT EXAM

Exam	Score Req	Hours Granted	Courses
Art History	4	3*	Course to be determined
Biology	3	8	Biology 111, 112
Chemistry	3	4	Chemistry 111, 112 after completion of 114/115
Chemistry	4	7	Chemistry 111, 112, 114 after completion of 115
Computer Science AB	3	3	Computer Sci 130
Computer Science AB	4	6	Computer Sci 130, 230
Computer Science A	4	3	Computer Sci 130
Economics - Macro	4	3	Economics 202
Economics - Micro	4	3	Economics 201
English - Language & Composition	3	3	English 104
English - Language & Composition	4	3	English 101
English - Language & Composition	5	6	English 101, 102
English - Literature & Composition	3	3	English 104
English - Literature & Composition	4	3	English 101
English - Literature & Composition	5	6	English 101, 105W
European History	3	6	HIS 222 & HIS Elective
French Language	4	6	French 203, 204
French Language	3	3	French 203
French Literature	4	6	French 301, Fre elective
French Literature	3	-	Exemption, no credit
German Language	4	6	German 203, 204
German Language	3	3	German 203
Government & Politics: American	3	3	Political Science 100
Government & Politics: Comparative	3	3	Political Science 260
Latin - Vergil	4	3	Latin 204
Latin - Vergil	3	3	Latin 203
Latin Literature	4	3	Latin 204
Latin Literature	3	3	Latin 203
Mathematics - Calculus AB	3	3	Mathematics 191
Mathematics - Calculus AB	4	6	Mathematics 191, 292
Mathematics - Calculus BC	3	6	Mathematics 191, 292
Music Theory	3	3	Music 101, 105
Music Theory	4	6	Music 101, 102, 105, 106
Physics B	4	8	Physics 211, 212, 251, 252
Physics C	4	8	Physics 291, 292, 251, 252
Psychology	3	3	Psychology 121
Spanish Language	4	6	Spanish 203, 204
Spanish Language	3	3	Spanish 203
Spanish Literature	4	6	Spanish 305, Spa elective
Spanish Literature	3	-	Exemption, no credit
Statistics	3	3	Statistics 108
Statistics	5	3	Statistics 271
Studio Art: General Portfolio	3	2	Art elective
Studio Art: Drawing	3	2	Art elective
United States History	3	6	History 211, 212

* Examination papers will be read by the department to determine exemption

** Amount of credit or exemption to be determined by faculty interview.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

Listed below is the credit associated with scores on the International Baccalaureate Higher Level Examinations. The Admissions Office at UNCG receives the IB scores and assigns the appropriate credit hours. Students should request that their test scores be sent to UNCG. Students will be notified in writing of the credit they receive. You might also visit the IB website at www.ibo.org/ or call 212/889-9242. Scores must be requested in written form by contacting International Baccalaureate of North America, 200 Madison Avenue, New York, NY 20016.

INTERNATIONAL BACCALAUREATE IB EXAMS

Exam	Min Score	Hours Awarded	Courses
IB Biology-Higher level	5	8	Biology 111 & 112
IB Chemistry-HIgher level	5	8	Chemistry 111/112 and 114/115
IB English A1	4,5	6	English 101 & 104W
IB English A1	6,7	6*	English 101 & 104W*
IB French A1-Higher level	5	6	French 203 & 204
IB French A1-Higher level	6,7	6	French 204 & 301
IB French A1-Subsidiary level	6	6	French 203 & 204
IB French A1-Subsidiary level	7	6	French 204 & 301
IB French B-Higher level	5	6	French 203 & 204
IB French B-Higher level	6,7	6	French 204 & 301
IB French B-Subsidiary level	6	6	French 203 & 204
IB French B-Subsidiary level	7	6	French 204 & 301
IB German A1	5	9	German 203 & 204 & GER 301
IB German B	5	6	German 203 & 204
IB History	5		Contact History Dept
IB Mathematics	5		Contact Mathematical Sciences Dept
IB Physics	5	8	PHY 211, 212, 251 & 252
IB Social Anthropology	5	6	ATY 213 & elective ATY credit
IB Spanish A1-Higher level	5	6	Spanish 203 & 204
IB Spanish A1-Higher level	6,7	6	Spanish 204 & 301
IB Spanish A1-Subsidiary level	6	6	Spanish 203 & 204
IB Spanish A1-Subsidiary level	7	6	Spanish 204 & 301
IB Spanish B-Higher level	5	6	Spanish 203 & 204
IB Spanish B-Higher level	6,7	6	Spanish 204 & 301
IB Spanish B-Subsidiary level	6	6	Spanish 203 & 204
IB Spanish B-Subsidiary level	7	6	Spanish 204 & 301

* Contact Director of Undergraduate Studies in English for one more English course at the 200-level to be awarded in consultation with the department.

COLLEGE BOARD SAT II: SUBJECT TESTS

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board SAT Program, Princeton, NJ 08541, phone number 609/771-7600. You might also visit the ETS website at www.ets.org/.

COLLEGE BOARD SAT II: SUBJECT TESTS

Exam	Original Score	Recentered Score*	Hours Granted	Course
American History	700-800	750-800	6	History 211, 212,
American History	650-699	700-749	6	after completion of 6 hours of history at 200 or 300 level with at least a 2.0 avg
English Composition	700-800	n/a	3	English 101
English Composition	650-699	n/a	-	Exemption from Eng 101
English Literature	700-800	750-800	3	English 212
English Literature	650-699	700-749	-	Exemption from Eng 212
European History	700-800	n/a	6	Western Civ 101,102
Foreign Language	550-800	570-800	3	Foreign Language 204 Intermediate level met.
World History	n/a	750-800	6	Western Civ 101,102
Writing	n/a	760-800	3	English 101
Writing	n/a	710-759	-	Exemption from Eng 101

* *For tests taken after March, 1995*

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMINATIONS ONLY)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 6600, Princeton, NJ 08541. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know. You might also visit the ETS website at www.ets.org/.

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Essay Required	Minimum Score	Hours Granted	Courses
Accounting, Introductory	Yes*	50	6	Accounting 201, 202
American Literature	Yes*	50	6	English 251, 252
Biology	No	50	8	Biology 111, 112
Information Systems & Computer Applic	No	57	3	Computer Science 101
College Algebra	No	55	6	Mathematics 119
Trigonometry	No	61	3	Mathematics 121
College Algebra/Trig	No	58	3	Mathematics 121
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes**	50	6	Economics 201, 202
College Composition	Yes*	50	3	English 101
English Literature	Yes*	50	6	English 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	Sociology 101

* An "Excellent" rating on the essay is required.

** A grade of "C"or better on the essay is required.

TRANSFER CREDIT REGULATIONS

Accreditation. UNCG accepts the accreditation of the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted.

Nonaccredited Institutions. Applicants from nonaccredited post-secondary institutions must meet the requirements in effect for admission to the freshman class, including satisfactory secondary school records and SAT I scores, as well as meeting the transfer requirements of a 2.0 GPA average on a 4.0 scale.

Validating Examinations. Some departments at UNCG require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions. Admission to the University does not constitute selection into any of the professional schools.

Transfer Credit Limit. The sum total of transfer credit from two-year college (s), extension, or correspondence courses that may be applied toward an undergraduate degree may not exceed 64 semester hours. **No combination of 2+ and transfer/ extension credit may exceed 64 semester hours on the student's statement of credit.**

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied towards an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will thereafter be considered "residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

Greater Greensboro Consortium

A student attending a college or university in the Greater Greensboro Consortium (Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community Colleges and North Carolina Agricultural and Technical State University) is not classified as a visiting student at UNCG and does not go through the admissions process for the fall or spring semesters. Students wishing to register for courses here through the Consortium should contact the registrar of their home institutions. For the Summer Sessions, the Consortium is in effect only with North Carolina Agricultural and Technical State University. Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a bulletin from the Summer School Office (336/334-5416) and submit the application form found in the bulletin.

Auditors

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department head and/or instructor. Admission is determined following the close of regular student registration, and registration for audited courses begins the first day of classes for a given semester.

Auditors Requiring a Record of Enrollment

Current UNCG Students. A currently enrolled UNCG student may audit a course upon the written approval of his faculty advisor and the instructor and must register officially for the course. A full-time UNCG student may audit one course per semester without an additional fee. A part-time UNCG student may not audit more than two courses per semester and is charged a $15.00 fee for each audited course.

Non-UNCG Students. Persons not currently enrolled at UNCG **who require a record of enrollment as an auditor** must follow regular admission procedures through the Undergraduate Admissions Office, ACES Office, or the Graduate School, and follow regular registration procedues. A fee of $167.00 for in-state students and $1,203.00 for out-of-state students is charged for each course audited.

Registration for audited courses begins the first day of classes for any given semester. Fees are payable in full at the time of enrollment.

Visiting Auditors (Persons Not Requiring a Record of Enrollment)

A person not currently enrolled at UNCG who desires to audit a course **and who does not require a record of enrollment** should secure an application form as a Visiting Auditor from the Division of Continual Learning, 202 Forney Building, 336/334-5414 or 1-800-306-9033. Only Visiting Auditors should apply through the Division of Continual learning; all others must follow regular admission and registration procedures (see previous information).

A Visiting Auditor may audit courses for a fee of $35 for each course.

To audit a 600-or 700-level course, a visiting auditor must hold a bachelor's degree. Visiting auditors are admitted to lecture courses when space is available with the written approval of the department head in consultation with the instructor teaching the course requested. Persons may register as visiting auditors beginning the first day of classes for any given semester.

Summer Session

Students continuing their education at UNCG receive Summer Session registration materials along with Fall registration materials in late March of each year. Continuing students may register for Summer Session in April at the same time they register for the next Fall semester.

New or visiting students planning to attend summer session at UNCG must complete an Application for Summer Session form. A copy of the *Summer Session Bulletin* and the application form may be obtained in early March by contacting the Office of Summer Session, UNCG, Greensboro, NC 27402 (336/334-5416). For course credit information see p. 33.

Admission to Summer Session does not constitute admission to the University for fall or spring semesters.

Division of Continual Learning Programs

The Division of Continual Learning offers undergraduate credit as well as a variety of special non-credit programs that extend its academic resources to meet professional and personal learning needs of individuals.

These programs may be offered on or off campus, and include regular University credit courses, short courses, workshops, institutes, conferences and teleconferences, and study abroad. The State requires that such educational service be self-supporting; therefore, fees are assessed for the cost of such programs and are separate from regular University tuition. Persons need not be admitted to UNCG in order to register for these courses. Students wishing to include extension work in their program should consult their advisors.

Registration is handled by the Division of Continual Learning, 202 Forney Building, 336/334-5414 or 1-800-306-9033.

Senior Citizens

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free on a space available basis (except for courses offered through the Division of Continual Learning). The availability of course space is determined by the University Registrar at the close of registration for any given semester.

Veterans

Veterans' enrollment certification is handled by the Office of the University Registrar, 336/334-5946.

UNCG is on the list of approved institutions which can provide training under the Veterans Administration Educational Training Program. A veteran wishing to receive educa-

tional benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the University Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

Reserve Officers' Training Corps (ROTC)

The United States Air Force and Army Reserve Officers' Training Corps programs are available to UNCG students at North Carolina A & T State University (in Greensboro). As a member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

The University will grant credit for certain ROTC courses taken at A&T State University as part of the Consortium arrangement. UNCG students will be awarded elective credit and quality points for junior and senior level ROTC courses completed at A&T State University through the Consortium.

Elective credit shall not exceed eight semester hours for Army ROTC, and twelve hours for Air Force ROTC.

Accelerated Master's Programs for Undergraduates

UNCG offers students with demonstrated academic ability a fast track to a graduate degree. Talented students can earn a bachelor's and master's degree in approximately five years instead of the usual six or seven.

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible.

The program represents two distinct patterns. The first allows students to continue with graduate work in the same discipline as the undergraduate major. The second pattern enables students to complement the undergraduate major with graduate study in another area. See p. 43 for a complete listing of Accelerated Master's Programs.

Graduate Students

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult the *Graduate School Bulletin* for admission information. The bulletin can be obtained from the University Bookstore, Elliott University Center.

Part 3
Expenses, Refunds, and Financial Aid

Tuition and Fees

Please note that new rates for 1998-99 tuition and fees were not available at the time this book was published. Housing and dining expenses reflect current 1998-99 charges. Questions regarding current fees should be directed to the Cashiers and Student Accounts Office (336/334-5831). *UNCG reserves the right to make changes in these charges without advance notice.*

UNCG Annual Undergraduate Expenses for Full-Time Students Living on Campus—

Tuition and Fees Per Year (based on 1997-98 rates)

Tuition	
In-State Students	1,016.00
Out-of-State Students	9,304.00
General Fees	696.00
Registration Fee	12.00
Health Service Fee	188.00
Education & Technology Fee	119.00

Room Rates* Per Year (current 1998-99 rates)

Standard Double	2,081.00
Air Conditioned Double	2,181.00
Renovated Double	2,231.00
Tower Village Suites	3,295.00

Dining Plans* Per Year (current 1998-99 rates)

CAF Dining Club	1,900.00
Meal Select Plan	1,880.00
All Dining Dollars Plan	1,500.00

** See details of applicable residence hall rates and dining plan availability on pp. 19-20.*

Total estimated annual cost for most In-State students living on campus **$5,612.00***

Total estimated annual cost for most Out-of-State students living on campus **$13,900.00***

** Total annual costs based on standard double room rate and All Dining Dollars Plan*

Note: Students living on campus are **required** to contract with UNCG for room and board. Students living off campus pay only the tuition and required fees.

The tuition and academic fees paid by UNCG students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government.

Residence Status for Tuition Purposes

The complete policy for determining residence status for tuition purposes is printed in the Appendix A of the *Undergraduate Bulletin* (see p. 264). A student who is initially classified as an out-of-state student may file an application for reclassification as a resident of North Carolina in the Provost's Office, 201 Mossman Building (336/334-5494). Processing of such applications usually requires 6-8 weeks. Residency status cannot be changed at the time of registration.

Tuition & Fees for Part-Time Students

For tuition and fee purposes, a part-time undergraduate student is defined as one taking fewer than 12 semester hours of work each semester. Students taking 12 or more hours per semester pay the tuition and fees specified above for full-time students.

Part-Time Students—Undergraduates Taking From 0-11 Hours

Undergraduate students taking fewer than 12 semester hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Services. All on-campus students pay the health service fee. Undergraduate tuition and fees per credit hour for the 1998-99 academic year are indicated in the table at the top of page 19.

25% Tuition Surcharge for Undergraduates

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27,1993 Session) which is effective fall semester 1994 and applies to all NEW undergraduates seeking a baccalaureate degree. Specifically, it states,

> "The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs. The Board shall report to the Joint Legislative Education Oversight Committee by April 1, 1994, on its recommendations for implementing this surcharge."

TUITION AND FEES PER SEMESTER FOR UNDERGRADUATES (BASED ON 1997-98 RATES)

Credit	Total Costs		Tuition		Fees			
Hrs	In State	Out of State	In State	Out of State	Registr	General	Ed & Tech	Health
0	$ 167.00	$ 1,203.00	$ 127.00	$ 1,163.00	$ 6.00	$ 29.00	$ 5.00	$ 0.00
1	167.00	1,203.00	127.00	1,163.00	6.00	29.00	5.00	0.00
2	201.00	1,237.00	127.00	1,163.00	6.00	58.00	10.00	0.00
3	235.00	1,271.00	127.00	1,163.00	6.00	87.00	15.00	0.00
4	269.00	1,305.00	127.00	1,163.00	6.00	116.00	20.00	0.00
5	303.00	1,339.00	127.00	1,163.00	6.00	145.25	24.75	0.00
6	463.75	2,535.75	254.00	2,326.00	6.00	174.00	29.75	0.00
7	497.75	2,569.75	254.00	2,326.00	6.00	203.00	34.75	0.00
8	532.00	2,604.00	254.00	2,326.00	6.00	232.25	39.75	0.00
9	763.25	3,871.25	381.00	3,489.00	6.00	261.00	44.75	70.50
10	797.25	3,905.25	381.00	3,489.00	6.00	290.00	49.75	70.50
11	831.25	3,939.25	381.00	3,489.00	6.00	319.25	54.50	70.50
12 & over	1,015.50	5,159.50	508.00	4,652.00	6.00	348.00	59.50	94.00

STUDENTS SUBJECT TO THE SURCHARGE

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in Fall 1994 in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the minimum additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit performed by the Office of Academic Advising and Support Services during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. The surcharge does not apply to required fees.

HOURS INCUDED IN TUITION SURCHARGE HOURS:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework and failed coursework); and

(2) all transfer credit hours accepted by UNCG.

HOURS EXCLUDED FROM TUITION SURCHARGE HOURS:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution; and

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the **Tuition Surcharge Hours earned each semester** and cumulatively in their tuition billing beginning with the fall semester 1995 report.

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

HOUSING AND DINING PLANS

HOUSING PLANS

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin. Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

All rooms have local telephone service to their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

To request a space, students must return to the Office of Housing and Residence Life (336/334-5636) the following:

- Completed application card
- Advance rent payment of $150

Upon receipt of the Advance Rent Payment and the Completed Application Card, the student will be sent a UNCG Relocation Kit which provides additional information about campus housing and other services.

Current housing costs (based on 98-99 rates) are outlined in the following table. Also see additional housing information on p. 230.

1998-99 Annual Housing Rates

The following rates include telephone and cable TV chrages.

Standard Double	**$2,081/year**	
Bailey	Coit	Cotten
Grey	Guilford	Hinshaw
Jamison	Mary Foust	Ragsdale
Mendenhall	Shaw	Weil/Winfield
Air Conditioned Double	**$2,181/year**	
Cone	Grogan	Reynolds
North Spencer	South Spencer	Ragsdale*
Mendenhall*		
** students must bring own AC*		
Renovated Double	**$2,231/year**	
Moore-Strong	Hawkins	
Tower Village Suites	**$3,295/year**	

Dining Plans

All students who live on campus are required to contract for meals in the UNCG dining halls. Several meal plans are available:

Dining Plans Per Semester

All Students—	**The CAF Dining Club**	**$950.00**
Sophomores, juniors, seniors, commuters, transfers, graduates—	**The Meal Select Plan**	**$940.00**
Juniors, seniors, commuters, graduates—	**The All Dining Dollar Plan**	**$750.00**

A student may select one meal plan for the first semester and then change to another meal plan for the next semester. Changes to meal plans may be made until the last day of drop/add for that semester.

Any meals remaining at the end of a semester do not carry forward to the next semester. Also see information on pp. 230-231.

Other Fees and Expenses

Athletic, Activity, and Facilities Fees

Payment of these fees give students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Auditing Fees

Current UNCG Students. A registered full-time UNCG student may audit one course per semester without charge. A registered part-time UNCG student may not audit more than two courses per semester and is charged a fee of $15.00 per course.

Visiting Auditors. Visiting auditors are classified as non-UNCG students who wish to take a course(s) without a receiveing a record of enrollment. Such individuals must apply to register through the Office of Continual Learning. A Visiting auditor does not receive a record of enrollment and is charged a $35.00 fee per course.

Persons not officially enrolled at UNCG who require a record of enrollment as an auditor should follow regular admission, registration, and payment procedures. A fee of $167.00 for in-state students and $1,203.00 for out-of-state students is charged for each course audited.

Fees are payable in full at the time of enrollment. See Part 2, "Admissions," for details about auditing courses.

Books and Supplies

Costs generally run $150-$300 per semester for textbooks and related supplies for full-time students. These are to be paid for as purchased, either from the University Book Store or elsewhere.

Furnishings (Residence Hall)

All residence halls are furnished with beds, dressers, and desks. All have community bathrooms by floor or wing. All have local telephone and automated voicemail service. Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels, and room accessories such as telephones, study lamps, draperies, rugs, and wastebaskets.

Graduation Fee

A fee, currently $40, which covers the cost of Commencement regalia and diploma, is charged to all Bachelor's degree candidates. It is payable in the Cashiers and Student Accounts Office 30 days prior to graduation. The fee is non-refundable. Students who do not graduate in the semester for which they originally filed graduation applications will be charged an additional fee of $30 to cover the reordering of the diploma when they refile for graduation.

Health Service Fee

All students living on campus and all students living off campus taking 9 or more hours are required to pay the health service fee, which provides medical services to students. (See Part 8, "The University Community," for further description of Student Health Services.)

Part-time students living off campus enrolled for less than 9 hours may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Services.

Also see Special Medical Service Charge, below.

Identification Cards (Spartan IDs)

A permanent Spartan ID card will be issued to each student upon completion of registration for the first semester at UNCG. If this permanent ID card is lost or damaged, there is a $10.00 replacement fee which can be paid to the Spartan ID Center.

Laundry & Dry Cleaning

The University does not provide any laundry or dry cleaning service. Coin-operated washing machines and dryers are located in each residence hall. Students may apply money to their Spartan Express card for laundry and vending expenses.

Special Medical Service Charge

Although the health service fee covers ordinary medical care provided by the Student Health Services, additional nominal charges are made for special services such as x-rays, laboratory tests and certain medications.

Due to high medical costs in the United States and to historical experience of previous international students, all nonimmigrant students, regardless of status or semester hours taken, are required to pay the student health fee and are

encouraged to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan which meets the above requirements is available to UNCG students. Information on this may be obtained from the International Advisor.

Students who elect not to pay the health service fee may be treated at the Student Health Services on a fee-for-service basis. Standard medical charges will be made for any services rendered.

Telephone Service

Local telephone service is available in all residence hall rooms. Students may contract for long-distance service directly with BellSouth Telephone Company. The University is not responsible for telephone service contracts between the student and outside parties.

Transcript Fee

A fee is charged for release of all official academic transcripts.

Uniforms, Special Equipment, and Liability Insurance

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store.

Nursing majors are required to purchase uniforms and liability insurance. See School of Nursing information for complete details.

Some majors in Exercise and Sport Science are also required to purchase libility insurance. See Department of Exercise and Sport Science for details.

Many laboratory courses require safety goggles and special aprons. Smocks or coveralls are often required in art classes. A number of financial aid jobs require special uniforms. Unless the student has advance information as to exactly what is required, it is preferable to purchase these items after arrival.

Vehicle Registration

Registration and parking permits are required for all student-operated motor vehicles which park on the UNCG campus. See Part 8, "The University Community," for details on parking regulations.

Payment of Tuition and Fees and Payment Plans

Payment of Tuition and Fees/Confirmation of Registration

The expenses table on page 18 gives estimated costs on a nine-month academic year basis for full-time students. To estimate the amount due each semester, divide the total expense figure by two. This is the approximate amount which will be billed to the student by the University during registration each semester.

Continuing students who register towards the end of the current semester for the next semester receive bills for tuition and fees as follows. Fall semester bills are mailed in July to students' mailing addresses, with total payment due in early August. Spring semester bills are mailed in late November to students' local addresses, with total payment due in December. New students registering in August/January print bills along with their class schedules when they register, and are expected to pay immediately. If financial aid has been awarded to a student, the amount will be reflected on the bill (see information below).

Payment of bills for the Fall and Spring Semesters should be made in the Cashiers and Student Accounts Office, 151 Mossman Building, by the deadline dates set by the University Registrar and published in the University Calendar and in the semester Schedule of Courses booklets. The deadline dates are also set forth in the instructions mailed to students with their bills. Payments not received by these dates will result in the cancellation of registration. Payment by mail is encouraged. Students should contact the Cashiers and Student Accounts Office (336/334-5831) with any questions about tuition and fees or the payment process.

The Spartan ID Center validates all student ID cards upon enrollment verification through their automated file.

Banking Information

Central Carolina Bank and the State Employees Credit Union ATMs are located in Elliott University Center; NationsBank and Wachovia Bank and Trust maintain ATMs in the dining hall. Students may establish checking accounts at one of the banks in Greensboro for banking services. Student identification cards will enable students to cash checks for up to $50 at the Cashiers and Student Accounts Office for a fee of 50¢ per check. Checks that are returned for non-payment will be charged a $20.00 return check fee for each returned check. This fee will be assessed to either the maker of the check or last endorser (whoever last negotiated the check). UNCG has the authority to cancel semester registrations for non-payments resulting from returned checks.

The Cashiers and Student Accounts Office is open between 8:30 am and 4:00 pm, Monday through Friday, and is located in 151 Mossman Building (336/334-5831).

Student Credit Policy

Tuition and fees for all University students are due and payable before or on registration day in the Cashiers and Student Accounts Office. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards. Cash should not be sent through the mail.

As an exception to the above policy, students may be granted deferments (credit) only if they meet one of the following criteria:

(1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for deferable financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Subsidized Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants.

(2) Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.

(3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible to the Financial Aid Office.

(4) A student with an outstanding Emergency Loan balance will not be cleared for registration until the Emergency Loan is paid in full. Questions concerning Emergency Loans should be directed to the Cashiers and Student Account Office, 151 Mossman Building, 336/334-5831.

UNCG REFUND POLICY

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

If a situation arises in which the University administration considers that equity would best be served by cancelling a student's registration, it will do so and all charges will be refundable.

UNCG's refund policy provides for a full, partial, or no refund of institutional charges (tuition, fees, room and board) based on the withdrawal date and the student's classification as a student in a first semester at UNCG, a student not in a first semester at UNCG, or a student involuntarily called to military duty.

The student's withdrawal date is the date the student notifies the Graduate School or Student Academic Services of his/her withdrawal, or the date of withdrawal specified by the student, **whichever is later.**

Withdrawal procedures require undergraduates to initiate the process in the Office of Student Academic Services and graduate students to initiate the process in the Graduate School office. Since the refund policy is based on a declining refund as the semester progresses, an earlier withdrawal date will result in a larger refund to the student.

Partial Withdrawal (Drop in Hours)

This refund policy applies to complete withdrawals from UNCG. **Therefore, if a student simply reduces his/her course load after the end of the drop/add period, NO refund or reduction of charges whatsover will be credited to the student's account.** However, if the reduction in hours occurs before the end of the drop/add period, the student is entitled to a full refund for the hours dropped.

Complete Withdrawal from School

For all students except students in their first semester at UNCG and students activated for military duty:

• Aid is disbursed directly to students by the Cashiers and Student Accounts Office. Students are expected to pay any institutional charges (tuition, fees, room and board) at the time the aid is disbursed.

• Institutional charges minus an administrative fee (the administrative fee is not to exceed the lesser of: 5% of student's institutional charges or $100), are refunded to student accounts as follows:

% refunded	% retained	Withdrawal Date
100%	0%	Student completely withdraws on or before the first day of class*
90%	10%	Student completely withdraws after the first day of class through the first 10% of the enrollment period*
50%	50%	Student completely withdraws after the first 10% through the first 25% of the enrollment period*
25%	75%	Student completely withdraws after the first 25% through the first 50% of the enrollment period*
0%	100%	Student completely withdraws after 50% of the enrollment period*

* First day of class and the enrollment period are based upon the academic calendar as reflected in the *Undergraduate and Graduate Bulletins.*

• Once the refund amount has been calculated, the refund proceeds are returned in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal Supplemental Educational Opportunity Grant Program
7. Other Title IV Programs (except FWS)
8. Other federal, state, or institutional student financial assistance programs
9. Student

• When a student officially withdraws, the Cashiers and Student Accounts Office will initiate a refund and mail it to the student's last known off campus address.

• A UNCG student who completely withdraws from all courses at the University and who has received Financial Aid for non institutional costs (such as, but not limited to, room and board for which the student has not directly contracted with UNCG, books, supplies, transportation, and miscellaneous costs) will be required to repay a percentage of these funds back to UNCG. This repayment will be calculated as follows:

Total aid (excluding funds received from Federal PLUS and Stafford Loan Programs and Federal Workstudy) that are in excess of the amounts applied towards allowable institutional charges—

• (minus) Book and supply costs based upon the amount established in the cost of attendance

• (minus) Other non-institutional costs based upon the percentage of the program completed (up to 50% of the total enrollment period).

As these costs are for charges incurred on an on-going basis over the enrollment period, except for books and supplies, the student will be allowed to keep only the portion of the money attributable directly to the percentage of the program completed. This means that the Federal Government expects to pay only for the percentage of the costs incurred that are directly attributable to the time that the student was enrolled in

school. However, if a student has completed at least 50% of the enrollment period, no repayment from the student is required.

This repayment will be distributed back to the financial aid source in the following order:

1. Federal Perkins Loan Program
2. Federal Pell Grant Program
3. Federal Supplemental Educational Opportunity Grant Program
4. Other Title IV Programs (except FWS)
5. Other federal, state, or institutional student financial assistance programs

• Students who are administratively withdrawn are held to the above refund and repayment policies

• Students who withdraw due to medical problems are held to the above refund and repayment policies.

Complete Withdrawal from School - First Semester Students

For students in their first semester at UNCG who withdraw on or before 60% of the semester has passed, all of the above policies apply except the following formula is substituted for the refund table:

$$\frac{\text{enrollment period remaining as of withdrwal date}}{\text{total enrollment period in term}} = \%\ \text{refunded}$$

% refunded rounded down to nearest 10% (% must be equal to or greater than 60%)

1 - % refunded above = % retained

Complete Withdrawal from School - Students Activated for Military Duty

Students who serve in the Armed Services Reserve and the National Guard have been alerted that they may be called to active duty. If a student is involuntarily called for active duty during a currently enrolled semester, the following refund guidelines apply:

• Tuition and general fees would be fully refunded.

• Health fees would be refunded in full; however, students who had used the health service would be billed at the fee for service rate to a maximum charge equivalent to the health fee.

• Room and board would be refunded; there would be a pro-rated charge for weeks that the room was occupied and meals consumed.

• The student is responsible for any miscellaneous charges (i.e. library funds, parking tickets, health service charges).

• In order to be covered under the guidelines the student must withdraw from the University by completing the usual withdrawal process in the Office of Student Academic Services (undergraduate students) or Graduate School (graduate students). Student Academic Services or Graduate School will ask the student for the correspondence notifying them to report for active duty. This will serve as documentation for the refund of tuition and fees.

• In order to receive a refund from the Department of Residence Life, the student must complete the usually residence hall check out procedure. Again, the student will be asked to provide the correspondence notifying them to report for active duty. This will serve as documentation for the refund of room and board charges.

• If a student is called for active duty and subsequently is released in a manner that would allow re-enrollment during the same semester, the University will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course. While we do not anticipate any difficulty in providing housing, we are unable to guarantee specific residence hall assignments.

Examples:

• A student withdraws after the first 10% through the first 25% of the enrollment period. The charge for tuition and fees was $939.00. The student lives off campus. The student received the folowing financial aid: Stafford Loan $1000, Federal Perkins Loan $1000, Federal Pell Grant $1170, Federal SEOG $400, and a University scholarship of $750.

The student's financial aid estimated costs for off-campus room, board, transportation, and personal living expenses were $3,533. Estimated book costs were $309.

Refund Policy	Admin Fee	Refund Based On	Net Amount Refunded	Amount to Repay
First Semester UNCG Student	$46.95	$892.05	$713.63	$1,448.53
Returning Student	$46.95	$892.05	$446.03	$1,448.53

Under both policies the amount to refund would be applied to the student's Stafford Loan and the amount the student must repay would be applied to the Federal Perkins Loan ($1,000) and Federal Pell Grant ($448.53).

• A student withdraws during the first 10% of the enrollment period. The charges for tuition, fees, room and board were $2750.50 and the student had paid these from personal funds.

Refund Policy	Admin Fee	Refund Based On	Net Amount Refunded	Amount to Repay
First Semester UNCG Student	$100.00	$2,651.50	$2,386.35	$0.00
Returning Student	$100.00	$2,651.50	$2,386.35	$0.00

Housing and Dining Plan Refunds

Room rent and board are NOT refundable. However, if a student qualifies for an exception as stated above, room rent and board are refundable except the pro rata part of the remaining charge based on the expired portion of the term. The housing contract is for one academic year. Students who cancel their contract at the end of the Fall Semester and remain enrolled at the University, will be charged for the Spring Semester rent. Also see information on pp. 230-231.

Late Fee for Registration

Continuing students eligible to register during early registration for the following semester who choose not to do so, or who fail to confirm their registration, will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrably shown that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The committee normally does not grant a refund if a student withdraws for personal reasons such as failing or transferring to another institution. (Transferring to another campus of The University of North Carolina is the same as going to another school, since each is administered separately for financial purposes.)

Questions pertaining to the Refund Committee should be directed to the Cashiers and Student Accounts Office, 151 Mossman Building, 336/334-5831.

Financial Aid

UNCG administers an extensive financial aid program which provides assistance to more than half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work. Eligibility for need-based programs is determined through an analysis of family financial information provided on the Free Application for Federal Student Aid [FAFSA] or the Renewal Free Application for Federal Student Aid [RFAFSA]. Students who file the FAFSA/RFAFSA by the priority filing date of March 1 are also considered for non-need-based aid programs. For information on programs, services, and application procedures, contact the Financial Aid Office at the following address:

UNCG Financial Aid Office
PO Box 26177
Greensboro, NC 27402-6177
336/334-5702

Hours of operation: 8:00 am — 5:00 pm
Monday — Wednesday and Friday
8:00 am — 4:00 pm Thursday
Summer hours may vary.

The Financial Aid Office is located at 723 Kenilworth Street on the UNCG campus.

Students may request a free copy of *The Financial Aid Handbook* for more detailed information about applying for financial aid and *The UNCG Financial Aid Directory* for a complete listing of aid programs offered at UNCG.

Residents of North Carolina may also contact the North Carolina State Education Assistance Authority, Box 2688, Chapel Hill, North Carolina 27515-2688, for a free copy of the brochure *Providing Financial Aid to North Carolinia Residents.*

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

You must keep your telephone number and mailing address current. See University Registrar's Office, p. 234, for address change instructions. (Many circumstances arise which require that the Financial Aid Office contact you in an immediate fashion.)

You must notify the Financial Aid Office in writing if you:

a) Choose not to accept all or a portion of your aid package;
b) Intend to withdraw from or cease enrollment at UNCG;
c) Intend to decrease hours of enrollment at UNCG;
d) Receive any form of additional aid.

UNCG Policy on Satisfactory Academic Progress for Financial Aid Purposes

All students receiving financial aid (scholarships, grants, loans and/or work-study) are required to meet the standards of the UNCG Policy of Satisfactory Academic Progress for Financial Aid Purposes in order to maintain eligibility for funding. Further information concerning this policy is available through the Financial Aid Office.

Conditions of Award Receipt

Most types of financial aid at UNCG are applied directly to the student's UNCG account. Any financial aid funds that exceed the current semester charges are mailed to the student's campus or local address in the form of a Net Difference Check. Some types of financial aid cannot be applied directly to the student's account and require that the student sign a check at the UNCG Cashiers and Student Accounts Office. Students who must sign a check are notified by mail by that office.

In order for funds to be disbursed to the student, whether by the automated process or by manual disbursement, students must have completed all requirements of the aid receipt process. These requirements include:

1) Receive award letter from the Financial aid Office with all awards listed
2) Resolve any existing financial aid holds
3) Be registered for the required credit hours on which your award was based
4) Confirm your classes by paying the total amount due on your bill for the semester

It is the student's responsibility to meet the above requirements and to assure that all financial aid is received within 15 working days from the beginning of the semester. (If funds arrive after the beginning of the semester, the student has 15 working days from the date the funds are available to receive the aid.)

Failure to comply with any or all of the above may result in the immediate cancellation of your award (without prior notice) and/or the revocation of your subsequent eligibility for aid.

General Grants and Scholarships

The Financial Aid Office awards a limited number of general institutional grants and scholarships, ranging in value from $100 to $2000 per year, to students (new and continuing) who have above-average academic records, meet specific award requirements as established by the donors, and/or have financial need. These awards may not be renewable. A listing of these awards and application requirements is found in the Financial Aid Office publication *UNCG Financial Aid Directory.* Students who do not wish to apply for need-based aid may file the *UNCG General Grants and Scholarships Application,* available from the Financial Aid Office and due March 1 in order to be considered for non-need-based aid. FAFSA/RFAFSA filers are automatically considered for need-based and non-need-based aid.

DEPARTMENTAL GRANTS AND SCHOLARSHIPS

Some scholarships are restricted by academic major. Recipients of these scholarships are generally nominated or selected by academic departments or schools, or, in some cases, by designated committees, and are generally restricted to students in specific areas of study or special programs. See the publication *UNCG Financial Aid Directory*, available at the Financial Aid Office, for a listing of these scholarships.

OUTSIDE SCHOLARSHIPS

Students are encouraged to inquire with their local high school counseling staff, chamber of commerce, and public library to find sources of scholarship assistance. Sources include civic organizations, professional organizations, employers, high schools, and religious organizations. Students may visit the UNCG Financial Aid Office to review its collection of outside scholarship announcements, which is updated and maintained on an ongoing basis as announcements are received. Students may also access a free scholarship database on the Internet at http://www. fastWEB.com.

MERIT AWARDS PROGRAM

The Merit Awards Program includes the most selective academic excellence awards made by UNCG. The winners are among the most outstanding students at UNCG, and their achievements enrich and enhance the University. More than fifty renewable scholarships ranging from $2000 to $12,000 per year are offered annually to entering freshmen. Awards are renewable through up to four years of undergraduate study, dependent on maintaining academic standards set for the awards and satisfactory performance in an area of study for awards restricted by discipline.

A single application, available from the Financial Aid Office and due January 15, provides consideration for each of the following Merit Awards Program awards:

Alumni Scholarship: The Alumni Association established this award to provide assistance to students of merit. Awards are valued at $2500.

Kathleen Price and Joseph M. Bryan Scholarship: Joseph M. Bryan established these funds in 1984 to provide undergraduate scholarships for students in business and economics. Awards are valued at no less than $3500 per year.

Ethel Virginia Butler Centennial Scholarship: Awards of at least $6000 per year are made from a bequest from alumna Ethel Virginia Butler, a former teacher and long-time manager of the University Bookstore.

Ruth McKaughan and W. Bryan Carter Scholarship: Established in 1990 for outstanding students majoring in English. Awards are $3000-4000.

Class of 1942 Centennial Scholarship: Funds for this scholarship were established by members of the Class of 1942 in honor of the fiftieth anniversary of their commencement, and the University's centennial year. Awards are valued at $6000.

Class of 1944 Scholarship: Endowed by the Class of 1944 in 1994 to attract students with demonstrated leadership skills and academic excellence. Awards are valued at $2000.

Class of 1945 Scholarship: Established in 1995 by the Class of 1945 to assist female students who have an interest in human relations, international studies, or women's studies. Awards are valued at $5000.

Class of 1970 Scholarship: Created by the Class of 1970 in celebration of their 25th Anniversary. Awards are valued at $2500.

James S. and Frances C. Ferguson Scholarship: This award was established in 1978 to honor Dr. and Mrs. James S. Ferguson. An award of no less than $2500 is made to an outstanding out-of-state student.

Fiftieth Reunion Class Scholarship: Established in 1986 by the Class of 1936 in celebration of its fiftieth reunion, awards are valued at $2000.

Marian White Fisher, M.D. Centennial Scholarship: Awards from this fund are made possible by a bequest of Freida White McGirt in memory of her daughter, Dr. Marion White Fisher, '39, a radiologist who died in 1978 after a long battle with cancer. Awards are valued at $6000.

A.J. Fletcher Scholarship in Music: Made possible by the A.J. Fletcher Foundation of Raleigh, awards of $5000 are awarded to students with special talent in music.

Jefferson-Pilot Scholarship: In 1961, the Jefferson-Pilot Life Insurance Company established this award, which is valued at $2500.

Elizabeth Louisa "Libby" Jones Scholarship: This award is given every four years to students in mathematics, computer science, chemistry, or physics. Preference is given to needy students. Awards are valued at $3500.

NationsBank Scholarship: These funds were established in 1982 by the North Carolina National Bank for students studying business and economics. Annual awards are valued at $3500.

L. Richardson and Emily Preyer Scholarship: This award was established in 1991 to aid an outstanding undergraduate student. Emily Preyer, '39, requested that the scholarship be awarded based on academic merit. Awards are valued at $2500.

Katharine Smith Reynolds Scholarship: Since 1962 funds have been provided by the Z. Smith Reynolds Foundation as a memorial to Mrs. Katharine Smith Reynolds. Awards starting at $5000 plus stipends are made to North Carolina residents each year.

Other Grants and Scholarships

Federal and state funds are available for grant and scholarship awards to students with exceptional financial need. A grant or scholarship is gift assistance and does not require repayment. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

For a complete listing of grants and scholarships available at UNCG, contact the UNCG Financial Aid Office to request a copy of *The UNCG Financial Aid Directory.*

FEDERAL PELL GRANTS

The Federal Pell Grant program assists undergraduate students in meeting postsecondary educational expenses. The program provides eligible students in need of financial assistance with federal funds to help pay for their first baccalaureate degree. Students who already hold a baccalaureate degree and are pursuing a second baccalaureate degree are not eligible for a Federal Pell Grant.

A Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA) must be filed to determine Federal Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Federal Pell Grant may not affect eligibility for other types of aid at UNCG. A student must reapply each year for a Federal Pell Grant, and the amount of the grant may vary from year to year.

North Carolina Student Incentive Grants

A North Carolina resident full-time undergraduate student with exceptional financial need may be eligible for a state grant ranging from $200 to $1500. Students who wish to be considered for this grant must file the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA and give the U.S. Dept. of Education permission to send the financial information to the State. The deadline for applying is March 15.

Minority Presence Grants

The University will continue to fund the Minority Presence Grant Program — General Program, Part I and Part II. The University will allocate this money to historically white and historically black institutions to aid them in recruiting financially needy North Carolina students who would be minority presence students at the respective institutions by enabling the institutions to offer relatively more aid for minority presence students in the form of grants rather than loans. General Program Part I includes funds for black students at predominantly white UNC constituent institutions. General Program Part II consists of grant funds for Native Americans, Hispanics, and Asians.

To be eligible for consideration under the Minority Presence Grant Programs, students must be residents of North Carolina, enrolled for at least three hours of degree credit coursework, and demonstrate financial need.

Incentive Scholarship and Grant Program for Native Americans

North Carolina residents who are members of an Indian tribe recognized by the State of North Carolina or by the federal government may be eligible for a need-based grant or merit scholarship through this State-funded program. Contact the Financial Aid Office for eligibility requirements and application procedures.

North Carolina Teaching Fellows

Four-year awards of up to $5,000 per year are made to high school seniors who are promising prospective teachers. Financial need is not a selection criterion. For each year a student receives an award, he or she is expected to teach one year in North Carolina. The application deadline is in November and awards are announced in April. Applications are available from high school counselors and the NCTF Commission, Koger Center, Cumberland Bldg., 3739 National Dr., Suite 210, Raleigh, NC 27612.

Prospective Teacher Scholarship/Loan

North Carolina residents who plan a teaching career in the state may apply for a Prospective Teacher Scholarship/Loan. High school seniors who apply must have a minimum SAT score of 900 and a minimum GPA of 3.0. College applicants must have a minimum GPA of 3.0. The award is valued at up to $2,500 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and applications may be obtained from high school guidance counselors, college financial aid offices, and schools of education. Applications are due in mid-February. Awards are announced in May.

Nurse Scholars Program

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10%. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

Nurse Education Scholarship/Loan

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office. Loans my be repaid through full-time employment as a nurse in North Carolina or through repayment at a 10% interest rate.

Loans

UNCG provides long-term loan assistance through federal and institutional funds to graduate and undergraduate students. Students are considered for loan assistance when they complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid (RFAFSA). The Financial Aid Office awards a loan from the fund that is most suitable to a student's circumstances. When receiving a loan, the student must sign a promissory note.

In addition to long-term loans, short-term loans for emergency expenses up to $200 are available through the Financial Aid Office during the time students are enrolled. Contact the Financial Aid Office for information about applying for an emergency loan.

Federal Stafford Loans

All students who are U.S. citizens or permanent residents and who are enrolled at least half-time are eligible to be considered for assistance through the Federal Stafford Loan Program. Repayment on Stafford loans normally begins six months after the borrower graduates or terminates half-time enrollment.

The two types of Federal Stafford Loans are Subsidized and Unsubsidized. The Subsidized loan is awarded on the basis of financial need. The federal government pays the interest on this loan until repayment begins and during authorized periods of deferment. The Unsubsidized loan is not awarded on the basis of need. Interest accrues on the Unsubsidized loan from the time the loan is disbursed until it is paid in full. Interest may be paid as it accumulates, or may be added to the loan principal (capitalized). The FAFSA/RFAFSA determines your eligibility for each type of loan.

For the Subsidized Stafford loan annual borrowing is limited to $2,625 for the first year of undergraduate study, $3,500 for the second year, $5,500 for upper-level undergraduates, and $8,500 for graduate study. Total Subsidized loan assistance at the undergraduate level may not exceed $23,000. The aggregrate limit for Subsidized Stafford loans through the graduate level is $65,500.

Independent students, including graduate students, or dependent students whose parent are unable to get a PLUS Loan (see below) may be eligible to borrow additional monies under the Federal Unsubsidized Stafford Loan Program. Freshmen and sophomores may be eligible to borrow an additional $4,000, upperclassmen an additional $5000, and graduate students may be eligible to borrow an additional $10,000 in Unsubsidized Stafford loan.

The interest rate on Stafford loans is variable if your loan is disbursed on or after July 1, 1994. The variable rate is adjusted each year and will never exceed 8.25%.

Federal regulations, including eligibility criteria, entrance and exit interviews, and fund disbursement dates govern the Federal Stafford Loan Program.

Federal PLUS Loans

This federal government program allows parents of dependent students to borrow to meet educational expenses without demonstrating financial need. These loans are available only after the student's annual limit for Federal Stafford Loans has been reached. The Federal PLUS program provides nonsubsidized loans at a variable interest rate that is not to exceed 9%. The amount borrowed under this program may not exceed the cost of education minus other aid received. Repayment usually begins immediately after the loan is disbursed.

Federal Perkins Loans

Students with exceptional need may be eligible for a Federal Perkins Loan. The interest rate on the Perkins loan is 5%. Repayment is made to the school, and normally begins nine months after the borrower graduates, leaves school, or drops below half-time enrollment. UNCG will automatically consider any student who files the FAFSA/RFAFSA for the Perkins Loan.

North Carolina Student Loans for Health, Science and Mathematics

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's, or doctoral programs leading to a degree in health, mathematics, nursing, or science may be eligible for this type of loan. Maximum loans range from $3000 to $8500 depending on the degree level. Recipients are selected according to major, academic capabilities, and financial need.

Interested students should request information and applications as soon as possible after January 15 from the North Carolina Student Loan Program for Health, Science, and Mathematics, P.O. Box 20549, Raleigh, NC 27619-0549.

Student Employment

Funds for part-time jobs are provided for in the budgets of various departments on campus and also by the federal government. All student employees of UNCG, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986. Original documentation must be presented on or before the first day of work. A list of acceptable documents is available from the ID Center located in the Walker Avenue Parking Deck (336/334-5651).

Federal Work-Study Program

The federal government provides funds for part-time on- and off-campus jobs for students through the Federal Work-Study Program. The average student job requires 10 to 15 hours per week, and average yearly earnings are approximately $1400 to $1600. To be considered for Work-Study, a student need only complete the FAFSA/RFAFSA and indicate interest in student employment on the form. Federal Work-Study is a need-based program with limited funding. Not all students who indicate interest will be offered Work-Study.

Other On-Campus Employment

Part-time jobs on campus are available for students who do not qualify for Federal Work-Study and want to earn money for a portion of their college expenses. The Career Services Center, located at 207 Foust Building on the UNCG campus, maintains a listing of these jobs. Students are eligible to use the Career Services Center as soon as they have been accepted for Admission.

Financial Aid from Other Souces

North Carolina Services for the Blind

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as tuition, fees, books, supplies and reader services. For information, contact the Chief of Rehabilitation Services, Division of Services for the Blind, 309 Ashe Avenue, Raleigh, NC 27606.

North Carolina Veterans' Scholarships

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed as POW or MIA status. An eligible student should write to the N.C. Division of Veterans' Affairs, 325 N. Salisbury Street, Raleigh, NC 27603, for information.

Vocational Rehabilitation Program

Many states offer educational assistance to students who have a mental or physical disability that is an impairment to employment. North Carolina residents should contact their local Vocational Rehabilitation office or the N.C. Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, NC 27611-6053.

Students from other states should contact a local vocational counselor.

Part 4
Academic Regulations

The Academic Honor Policy

All work undertaken for academic credit at UNCG is governed by the Academic Honor Policy, which provides that all study be carried out in good faith and with due regard for the integrity of the learning process. Students, faculty and staff are responsible for ensuring that learning proceeds uncompromised by breaches of academic integrity and for ensuring that the Academic Honor Policy is recognized as the imperative governing all academic work at the University. A complete description of the Academic Honor Policy can be found in the UNCG *Policies for Students*.

Orientation Programs

New undergraduates are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation coordinates these programs to meet the needs of traditional and nontraditional students. Orientation activities include academic advising and registration for classes along with tours of the campus, informal discussion groups with faculty members, and general information sessions facilitated by upperclass students. French, Latin and Spanish language and mathematics placement tests are also given at this time.

New students entering UNCG in the fall semester are expected to participate in the summer orientation/registration program, **Step-Ahead,** which occurs in late June/early July. New students are also expected to attend the orientation program which takes place a few days prior to the beginning of classes each semester.

Registration

Registration dates for each semester are published in the University Calendar, p. 2, and in each semester's Schedule of Courses booklet. Registration for courses at UNCG is an automated process conducted through *uncGenie,* UNCG's student information system, which provides students with voice response (telephonic) and World Wide Web registration avenues.

Procedure

Freshman and transfer students register for courses after the completion of their orientation programs at the beginning of a semester, or during **Step-Ahead** in the summer (see Orientation Programs). Registration dates are stated in the University Calendar, p. 2.

Returning, special, or unclassified students receive registration information and instructions by mail before the beginning of the each semester's registration period.

Continuing students, those currently enrolled in UNCG who are returning for another semester of work, receive instructions by mail for registering during the Early Registration period for the next semester (in November for Spring and in April for Summer/Fall). Continuing students eligible to preregister for the next semester who do not do so, will be required to pay a late registration fee.

Advising Codes

All undergraduates are required to meet each semester with their faculty advisors for assistance with course selection and to obtain semester advising codes. Undergraduates must use advising codes to access the *uncGenie* registration system. New advising codes are issued for each semester during the advising period.

Student Academic Services (SAS)

The Office of Student Academic Services coordinates academic advising for undergraduate students and administers undergraduate regulations.

A staff of academic advisors is available in the Office of Student Academic Services from 8 a.m. to 5 p.m., Monday through Friday to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Please refer to p. 234 for a description of services offered by the office.

The Director of the Office of Student Academic Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the staff in the Office of Student Academic Services. If a student, because of extenuating circumstances, wishes to have a regulation set aside, he/she should submit a Student Request Form to Student Academic Services. These forms may be obtained in the Office of Student Academic Services, 159 Mossman Building.

Each student is assigned a faculty advisor according to the chosen major. Students are expected to meet with their advisors during registration periods and whenever the student needs advice in selecting courses and assistance in planning an individual program of study. Some departments and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve as a complement to the faculty advising program.

Office of Student Evening Services

The Office of Student Evening Services is located at 105 Elliott Center (EUC). The office hours are 5 - 8 pm Monday through Thursday.

SES provides services associated with Student Academic Services, Admissions, Cashier, Financial Aid, Graduate School, Health Center (Immunization Clearance), Postal Services, Registration, Registrar, Student Affairs, Traffic Records and others to students who take classes at night and are unable to take care of such tasks during the day.

This evening service provides assistance to students who only take classes at night or are involved in an evening degree program.

In most cases, action can be made the day after the request so that the student can be notified as soon as possible about the results. Students may also call SES at 336/334-4290.

The Office of Student Academic Services extends its office hours during registration periods to provide academic advising for evening students.

Selecting Courses

Course Loads

Twelve credit hours is considered full-time status for undergraduates. An undergraduate student must be enrolled for **a minimum of 12 hours to qualify for full-time certification to any organization.**

Undergraduates normally take five courses per semester. Since a majority of courses carry three semester hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 hours per semester. To complete most undergraduate degrees in four years, students should plan to carry 15 or 16 hours per semester.

Undergraduates may not take more than 19 hours per semester except with the approval of Student Academic Services. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Student Academic Services, to carry a maximum of 21 semester hours of course work.

Suggested Academic Workload Guidelines

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside-of-class reading, study, and homework assignments.

2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

Course Levels

Course level numbers are structured as follows:

100-199—intended primarily for freshmen
200-299—intended primarily for sophomores
300-399—intended primarily for juniors
400-499—intended primarily for seniors
500-599—intended for advanced undergraduates and graduate students; these courses are NOT open to freshmen and sophomores
600-749—restricted to students who are classified as graduate students
750-799—restricted to students admitted to doctoral programs

The *Undergraduate Bulletin* lists complete course descriptions for courses numbered 100 through 599. Please see *The Graduate School Bulletin* for information on 600- and 700-level graduate courses.

Adding Courses

Courses may be added to a student's schedule during the Schedule Adjustment period at the beginning of each semester. Between the last day to change courses (Drop/Add period) and the last day to drop without penalty, a student desiring to add a course may do so only with the approval of the instructor and the student's faculty advisor. After the last day to drop courses without penalty, a student must also have the approval of Student Academic Services.

Dropping Courses

Withdrawal from a course or courses within the first eight weeks of the semester shall be without penalty and hours shall not be computed as hours attempted.

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by appropriate documentation of medical, psychological, or administrative reasons. A student may initiate a request for withdrawal without penalty from one or more causes through the Office of Student Academic Services. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines are announced in the **Schedule of Courses** or class syllabi.

The Director of Student Academic Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with the Director of the Student Health Center or the Director of the Counseling and Testing Center as appropriate, and shall further be responsible for notifying the instructor(s) and the appropriate Director in writing of the Director of Student Academic Services' decision in each case. An instructor whose recommendation to the Director is overruled may appeal that decision to the Provost. **Unauthorized withdrawals after the first eight weeks shall be counted as WF and computed in the grade point average.**

The grade **W** indicates that the student either withdrew from the course within the eight-week, no-penalty period or that the student withdrew at a later date for appropriate cause determined by medical, psychological, or administrative reasons.

If a student is enrolled in only one course and drops that course, the student must officially withdraw from the University.

Retroactive Withdrawals (see Retroactive Grade Change on p. 32)

Withdrawal from the University

A student wishing to withdraw from the University should follow the official procedure which is initiated in the Office of Student Academic Services. Withdrawals without penalty for documented medical or psychological reasons are considered by the Director of the Office of Student Academic Services. Withdrawals without penalty for administrative reasons are authorized by the Director of Academic Student Academic Services. The same policy for assigning **W** or **WF** grades as described above shall apply.

Auditing Courses

Regular full-time students may audit courses upon the written approval of their faculty advisor and the instructor. Auditors must register officially for the class. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests and receives no credit for the course.

Registration may not be changed from audit to credit or from credit to audit after the drop/add period ends.

Regulations regarding visiting auditors and part-time auditing students are found on p. 16. For auditing fees, see p. 20.

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.

2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.

3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Grading

Final Course Examinations

Students are required to take a final examination, if one is given, on every course for which they are registered. Exceptions hold for seniors in the Honors Program (see Part 6).

No final examinations may be given except during the regular examination period of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Change of Examination Schedule

A student desiring to change the meeting time of a final exam should make the request directly to the class instructor. It is the instructor's prerogative to grant such requests. In instances where students have three exams within a 24-hour period, they may apply to the University Registrar's Office, 180 Mossman Building, for permission to change their exam schedules. The usual policy is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office by Reading Day or by the last day of classes for the semester.

Grades

A grade in a course is based on the quality of the student's classroom and written work throughout the semester. Most course grades are not solely based on the final examination alone. A grade report is sent to each student at the end of the semester by the Registrar.

UNCG Grading System

A **Excellent**— indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B **Good**— indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C **Average**— indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

D **Lowest Passing Grade**— indicates work which falls below the acceptable standards defined as **C** but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F **Failure**— indicates failure that may not be made up except by repeating the course.

I **Incomplete**— indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.

Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned, with the Registrar, and with the Office of Student Academic Services the student's average grade and the specific work which must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Student Academic Services. Also see section "Removal of Incompletes".

IP **In Progress**— indicates that the course work was planned to continue beyond a single semester. This grade may only be used for students taking courses abroad through the International Studies Program.

P/NP Passing/Not Passing— used for designated courses only; courses graded P/NP are so indicated in the course description

S/U Satisfactory/Unsatisfactory— used for designated courses only; courses graded S/U are so indicated in the course description

W Withdrawal— indicates a course from which the student withdrew during the first eight (8) weeks of classes; no academic penalty is attached to a grade of "W"; see also the section on "Dropping Courses", p. 29.

WF Withdrawal with Failure— indicates a course from which the student withdrew after the first eight (8) weeks of classes; a WF is computed in the student's GPA; see also the section on "Dropping Courses", p. 29.

WN Withdrawal Not Passing— used in courses designated P/NP

NC No Credit— indicates an audited course

REMOVAL OF INCOMPLETE GRADE

An Incomplete grade may be removed by completion of the deferred work. A student should not re-register for the course in order to remove the Incomplete. An Incomplete received during a semester or in summer school must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of Incompletes are published each semester in the **Schedule of Courses** booklet.

An Incomplete not removed within this time limit is automatically converted to an **F** by the Registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by **A, B, C, D, F,** or, in certain designated courses, **P, NP, S or U.**

APPEALS

If a students wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

SEMESTER HOUR CREDITS

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which the student has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation. Grade points are calculated into the cumulative grade point average for the first two attempts if the second grade is not an **F.** For further information, see p. 32 for the Course Repeat Policy.

GRADE POINTS AND GRADE POINT AVERAGES (GPA)

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour credits attempted and the grades earned.

Beginning with courses taken in Fall 1996, plus/minus grades were incorporated into the GPA for all undergraduates according to the following scale:

Grade	Grade Pts Per Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F/WF	0

Please note that this new scale applies only to grades awarded for Fall 1996 and subsequent semesters; it is NOT retroactive to previous semesters. Further, the new scale in no way modifies the University's minimum graduation requirement for undergraduates of a cumulative 2.00 GPA.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second **F** or **WF** in the same course is not used in computing the grade point average. Courses graded on the **P/NP or S/U** basis and courses transferred from another institution (except those courses taken through the Consortium) may not be used in determining the UNCG grade point average.

ENG 100 and MAT 100 do not count toward graduation and therefore are not calculated in a student's GPA.

ACADEMIC RENEWAL

Effective Spring 1997, students formerly enrolled at UNCG who have less than a 2.00 cumulative GPA and who have not been enrolled in any institution of higher education during the previous four years may apply for academic renewal. All students readmitted/reactivated under the provisions of this policy must earn at least a 2.00 GPA on their first 15 hours following re-enrollment to qualify for renewal. Thereafter, the student must meet the standard for continuation in the University academic good standing policy. **Grades will be forgiven only one time during a student's career.**

Upon meeting these requirements, all previously completed courses in which grades below a **C** were earned will be forgiven. The grade of these courses will be shown on the transcript but will not be used in the calculation of the GPA and the hours will not be counted toward degree requirements. The recomputed GPA will be calculated from the courses in which grades of **C** or higher were earned. Grades of **C-** (1.7 grade points) or below will not be counted toward degree requirements nor in the GPA.

Repeated Courses

Except for courses with specific provision in the course description for repeated credit, a UNCG undergraduate student may repeat a UNCG course in an attempt to earn a better grade. Attempted hours and grade points from both attempts will be counted fully in the Grade Point Average (GPA). Credit hours earned for the course will count only one time in the total hours for the degree.

The second F or WF policy stated on p. 31 takes precedence over this policy. The repeated grade must be a **D-** or above before it is calculated as the second attempt and calculated in the grade point average. Courses taught Pass/Not Pass can be repeated but not for grades other than P/NP.

Students should be reminded that repeating courses may positively or negatively affect the GPA. This policy does not apply to courses repeated prior to Fall 1992.

Retroactive Grade Change

A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors, **a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances.** No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor's department head and by the instructor's dean. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Senate may act in place of the instructor in the matter of a retroactive grade change.

Students shall be given one year to petition for retroactive W's following the semester in which grades were awarded. A retroactive grade change to a **W** must meet the preceding conditions and be approved by the Director of Student Academic Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be informed by Student Academic Services of how many courses were completed and how many requests for retroactive **W** are being sought by the student for the semester in question.

Dean's List

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List.

Students who earn a grade point average of 3.5 or better and who have no grade below B- for the semester will be placed on the Dean's List if they have completed at least 15 credit hours at UNCG. The list is compiled at the end of each semester or when a grade change is procesed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor.

Classification of Students

The following classifications became effective for Fall 1996 and thereafter for newly admitted undergraduates (freshmen and tranfer students); please see Appendix C for classifications formerly in effect.

Undergraduate students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed (including hours transferred from another institution). The classifications are as follows:

Freshman: 0-29 semester hours completed
Sophomore: 30-59 semester hours completed
Junior: 60-89 semester hours completed
Senior: 90 or more semester hours completed

Academic Good Standing at UNCG

The following requirements and procedures for maintaining academic good standing became effective in Fall 1996 for newly admitted degree seeking undergraduates (freshmen and transfer students), and was modified by Faculty Senate in April 1998. Please see Appendix C for the Academic Good Standing policy in effect for students enrolled prior to Fall 1996.

To continue in academic good standing at UNCG, students must maintain a cumulative grade point average of 1.75 for freshmen (0-29 semester hours completed), and 2.00 thereafter (30 or more semester hours completed).

Academic Warning for Freshmen

Freshmen will receive an academic warning if their grade point average falls between a 1.50 to 1.74 at the end of their first semester at UNCG. Freshmen will be placed on academic probation if they do not restore academic good standing by the end of the warning term (second semester of the freshman year). Academic warning does not become a permanent part of a student's record.

Academic Probation

Academic probation will occur as a result of any of the following:

1. Freshmen will be placed on academic probation if their cumulative GPA falls below a 1.75. (Refer to Academic Warning above for a GPA between 1.50 and 1.74.)

2. Sophomores, juniors, and seniors will be placed on academic probation if their cumulative GPA falls below a 2.00.

3. Any full-time, degree-seeking student who fails to pass at least 6 semester hours in a given semester shall be placed on academic probation.

Students who are placed on academic probation at the end of their first semester at UNCG must participate in the Student Academic Success Program sponsored by Student Academic Services during their second semester. **Failure to participate in this program or meet any condition of this program will result in immediate academic suspension.**

All students on academic probation shall be limited to a maximum of 12 semester hours in the Fall or Spring Semester and no more than 4 semester hours in each term of Summer session.

Students are expected to be aware at all times of their academic status and are responsible for knowing whether or not they are on academic probation.

Academic Suspension

Academic suspension from the University will occur as a result of either of the following:

1. Freshmen on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75 at the end of their probationary term.

2. Sophomores, juniors, and seniors on academic probation will be suspended for one semester of they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.00 at the end of the probationary term.

Students placed on academic suspension are denied permission to enroll for one semester. After a one-semester academic suspension, students may request reactivation to the University. If reactivated, students will return on academic probation. (Summer Session is not considered a semester for the purposes of academic suspension.)

ACADEMIC SUSPENSION APPEALS

A student who wishes to appeal academic suspension must appeal in writing to Student Academic Services by the appeals deadline in the academic calendar, which is published in the *Undergraduate Bulletin* and semester *Schedule of Courses*. Academic suspension appeals are considered in cases where circumstances beyond the student's control have interfered with the student's academic performance.

An academic suspension appeal should contain the following:

- A statement explaining the reason for the appeal
- Documentation of personal, family, or medical problems that were beyond the student's control

Academic Suspension Appeals will be reviewed by Student Academic Services and/or the Academic Appeals Committee. Students will be notified of the results of their appeals in writing.

ACADEMIC DISMISSAL

Academic dismissal will occur as a result of either of the following:

1. Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75.

2. Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.00.

Students who have been academically dismissed cannot enroll at UNCG. One year after an academic dismissal, students may petition Student Academic Services to return to the University. Approval to continue after academic dismissal is a relatively rare occurrence. If approved, students will return on academic probation.

ACADEMIC APPEALS

The Director of Student Academic Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the UNCG catalog. The student should consult the Office of Student Academic Services for information concerning the appeal process.

CREDIT REGULATIONS

SUMMER SESSION CREDITS

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of Student Academic Services.

Students may enroll for no more than 14 semester hours during the entire Summer Session (two terms) unless permitted to take an increased load by the Director of Student Academic Services.

TRANSFER CREDIT LIMIT

The sum total of transfer credit from two-year college(s), extension, or correspondence courses that may be applied toward an undergraduate degree **may not exceed 64 semester hours.** No combination of 2+ and transfer/extension credit may exceed 64 semester hours on the student's statement of credit.

TRANSFER CREDIT

No more than 64 semester hours may be accepted in transfer from two-year institutions. Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of an 2 + Articulation Agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

EXTENSION OR CORRESPONDENCE CREDIT

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

UNDERGRADUATE DEGREE CREDIT LIMIT

No more than 168 hours may be attempted toward an undergraduate degree.

NON-CREDIT COURSES

English 100 and Mathematics 100 are offered for beginning students who need a transition course between their high school curriculum and entering the credit course work for a degree. **No credit toward graduation is given for either English 100 or Mathematics 100.**

Physical Education Credit Limit Policy

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

ROTC Credit Limit Policy

Elective credit shall not exceed eight semester hours for Army ROTC, and twelve hours for Air Force ROTC.

Placement Examinations

Placement tests are given every summer during orientation **(Step Ahead)** and every semester during the advising and registration period. They are administered by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests on French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

French, Latin, and Spanish Placement Tests

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students admitted with a two-unit language deficiency need not take the test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG.

Mathematics Placement Tests

Placement tests in mathematics are mandatory for all freshman students and for all upperclass students who wish to take a college-level math course for the first time.

All degree programs currently require at least one mathematics course and may identify a specific one or more.

If a student is admitted with a mathematics deficiency in algebra and/or geometry, she/he must remove the deficiency even though the area of study at UNCG may not require mathematics.

The table below indicates the appropriate placement in mathematics courses:

Placement Test Score Below 7
Student may enroll in: MAT 100*, MAT 112*, CSC 101*

Placement Test Score 7-9
Student may enroll in: MAT 100*, MAT 112*, CSC 101*, STA 108

Placement Test Score 10-19
Student may enroll in: MAT 100*, MAT 112*, MAT 119, CSC 101*, STA 108

Placement Test Score 20-30
Student may enroll in: MAT 100*, MAT 112*, MAT 119, MAT 120, MAT 121, MAT 191, CSC 101*, CSC 130, STA 108

** MAT 100, MAT 112, and CSC 101 do not require a placement test score. However, any student who enrolls in a higher level mathematics course must have the appropriate placement test score or a grade of at least a C in the appropriate prerequisite course. MAT 112, STA 108, and CSC 101 do not prepare a student for MAT 119.* **MAT 100 does not count as credit toward graduation nor in the student's GPA.**

Placement Without Credit

Students with exceptional ability are encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavors.

Examinations for placement without credit will be administered by the departments or schools concerned. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the students in preparing for the examination.

Passing an examination of this type will not alter the number of hours required in that area or subject. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

In all cases where requirements of prerequisites are waived, by placement examination or other means, this fact should be reported in writing by the appropriate department head to the Office of Student Academic Services and should be entered on the student's record.

Special Examination for Credit

In exceptional circumstances, students may attempt to establish academic credit through a Special Examination upon the recommendation of the department or school and under the supervision of the Director of Student Academic Services.

Only those courses which are designated by the department or school may be credited by special examination. The department or school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the Director of Student Academic Services with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 semester hours may be earned toward graduation by this procedure. The School of Nursing has a special exemption to present 30 semester hours by the Special Examination Program (see School of Nursing). Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned

and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

AVERAGE TIME TO GRADUATION

Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this *Bulletin*) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to insure that they meet the criteria.

25% TUITION SURCHARGE FOR UNDERGRADUATES

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27,1993 Session) which is effective fall semester 1994 and applies to all NEW undergraduates seeking a baccalaureate degree. Specifically, it states,

> "The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs. The Board shall report to the Joint Legislative Education Oversight Committee by April 1, 1994, on its recommendations for implementing this surcharge."

STUDENTS SUBJECT TO THE SURCHARGE

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in Fall 1994 and thereafter in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the minimum additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit performed by the Office of Student Academic Services during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. The surcharge does not apply to required fees.

HOURS INCLUDED IN TUITION SURCHARGE HOURS:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework and failed coursework); and

(2) all transfer credit hours accepted by UNCG.

HOURS EXCLUDED FROM TUITION SURCHARGE HOURS:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution; and

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the **Tuition Surcharge Hours earned each semester** and cumulatively in their tuition billing beginning with the fall semester 1995 report.

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

Graduation

At the beginning of the semester or summer session in which graduation is expected, undergraduates must officially apply for graduation to the University Registrar. Fulfillment of all requirements for the degree applied for as well as official application for the degree are the student's responsibilities.

Academic Requirements

Candidates for a degree must satisfy all of the specific requirements of UNCG and of the School/College and department in which they major. They must present for graduation the specific number of hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken.

At least 36 of the total semester hours for the degree must be at the 300-level or above.

Residence Requirements

All students are expected to take their last year in residence at UNCG, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Director of Student Academic Services, students may take 15 of their last 60 hours at another approved institution.

All students must complete at least 31 semester hours in residence at UNCG for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNCG are considered residence credit. However, credit earned by special examination is not considered residence credit.

Time Requirements

The following policies regarding time allowed for completion of AULER/CLER and major requirements is effective Fall 1996.

AULER Requirements. Students must meet the University (AULER/College of Arts and Sciences-CLER) Liberal Education Requirements for graduation as stated in the UNCG *Undergraduate Bulletin* in force at the time of original enrollment at UNCG. However, if the student fails to graduate within seven years the University* has the option of enforcing

1. the original requirements, or
2. the AULER/CLER requirements which were in force at the time the seven year period expired, or
3. the AULER/CLER requirements in force at the time of reenrollment if the student withdrew.

**Typically, the UNCG Office of Student Academic Services will make the choice among these options in consultation with the department in which the student chooses to major.*

Major Requirements. Students must meet the departmental major requirements in force when the student declares or, if required by the department, is formally admitted to a school/college major. However, if the student fails to graduate within seven years, the University* has the option of enforcing

1. the original requirements,
2. the major requirements which were in force at the time the seven year period expired, or
3. the major requirements in force at the time of reenrollment if the student withdrew.

**Typically, the department in which the student chooses to major will make the choice among these options in consultation with the UNCG Office of Student Academic Services.*

Application for Graduation

All undergraduate students are required to file an **application for graduation** in the University Registrar's Office at the beginning of the semester in which they plan to graduate. This application is required for processing the final degree audit and for ordering diplomas. The deadline dates for filing are also published each year in the University Calendar and in each semester's *Schedule of Courses* booklet.

Students who do not graduate in the semester for which they file a graduation application must re-file for the next term in which they expect to complete their degrees.

The application deadlines for undergraduates filing for the 1998-99 academic year are:

- Monday, September 28, 1998, for those graduating in December 1998
- Friday, January 15, 1999, for those graduating in May 1999
- Tuesday, June 1, 1999, for those graduating in Summer (August) 1999

Undergraduates who do not file applications for graduation by the published deadlines **may petition to the Director of Student Academic Services for an exemption.** However, only extremely unusual circumstances warrant exceptions to these deadlines as notification of the candidates for graduation must be submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

Graduation with Honors

The designation of graduation with honors is based on all courses (including the last semester's work) for which grades and grade points are given. Any senior is eligible for honors who, at the end of the senior year, has completed **at least 45 hours of work in residence at UNCG.** This does not include hours for which credit and grade points have been received by special examinations.

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor)
— achievement of a minimum grade point average of 3.90

Magna cum laude (with great honor)
— achievement of a minimum grade point average of 3.70

Cum laude (with honor)
— achievement of a minimum grade point average of 3.50

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the Summer Session or by the end of the fall semester are encouraged to participate in the December Commencement.

Only those students whose degree requirements are completed by the end of the spring semester are authorized to participate in the May Commencement ceremony. **Only those students whose degree requirements are completed by the end of the summer/fall semester** are authorized to participate in the December Commencement ceremony.

Students who do not apply for May graduation before the published deadline, or who do not complete degree requirements before the date designated in the University Calendar for final clearance, may apply for graduation in August or December and may participate in the December Commencement.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

Other Regulations

Dual Registration: Undergraduate and Graduate

Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. Total graduate credit obtained in this dual status may not exceed 12 semester hours. Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approval of the Dean of The Graduate School, the Director of Student Academic Services, and the student's major advisor are required.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 31 hours in residence beyond requirements for the first degree must be completed.

Summary of Undergraduate Academic Regulations and Requirements

Degree Requirements and Limits

122 *Minimum* number of hours required for an undergraduate degree

168 *Maximum* number of hours that may be attempted toward an undergraduate degree

36 *Minimum* number of hours required towards the degree at or above the 300 course level

31 *Minimum* required hours in residence at UNCG (*at least 31 hours)*

31 *Minimum* required hours in residence at UNCG beyond the first degree for a second undergraduate degree

2.00 *Minimum* cumulative GPA required for graduation

Credit Hour Regulations and Limits

12 *Minimum* number of credit hours undergraduates must enroll in per semester to qualify for full-time status

19 *Maximum* number of hours per semester that an undergraduate may enroll in without special permission

64 *Maximum* number of hours allowed for transfer credit (two year college, extension and correspondence credit must all be included in the 64-hour total)

8 *Maximum* number of hours allowed for physical education credit

8 *Maximum* number of hours allowed for Army ROTC credit

12 *Maximum* number of hours allowed for Air Force ROTC credit

Non Credit Courses

ENG 100

MAT 100

Neither course counts towards toward graduation or is calculated in the student's GPA.

Student Classifications (effective Fall 1996)

0-29 hours completed	Freshman
30-59 hours completed	Sophomore
60-89 hours completed	Junior
90 or more hours completed	Senior

Deans List Qualifications

15 *Minimum* number of hours a student must have completed at UNCG to be eligible for Dean List

6 *Minimum* number of hours a student must be enrolled in for a given semester

3.50 *Minimum* required GPA for the semester

B- *Minimum* grade earned for the semester (no grade may be lower than B-)

Graduation with Honors Requirements

45 *Minimum* number of hours a student must complete in residence at UNCG by end of senior year to be eligible for graduation with honors

3.90 *Minimum* required GPA for Summa cum laude

3.70 *Minimum* required GPA for Magna cum laude

3.50 *Minimum* required GPA for Cum laude

Part 5
Academic Programs

Undergraduate Degrees

UNCG offers six undergraduate degrees:

BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
BSMT	Bachelor of Science in Medical Technology
BSN	Bachelor of Science in Nursing

Requirements for a Bachelor's Degree

A bachelor's degree from UNCG is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:

a. Liberal education semester hours (minimum)	45
b. Major subject and related areas (as required in program)	—
c. Electives (as required in program)	—
Total minimum hours	122

2. A grade point average on the hours attempted of not less than 2.0
3. At least 36 semester hours of courses at the 300 course level or above
4. At least 31 hours in residence at UNCG, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought

The College of Arts and Sciences and each of the six professional schools — Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing — have structured their individual degree programs to comply with this all-University degree framework.

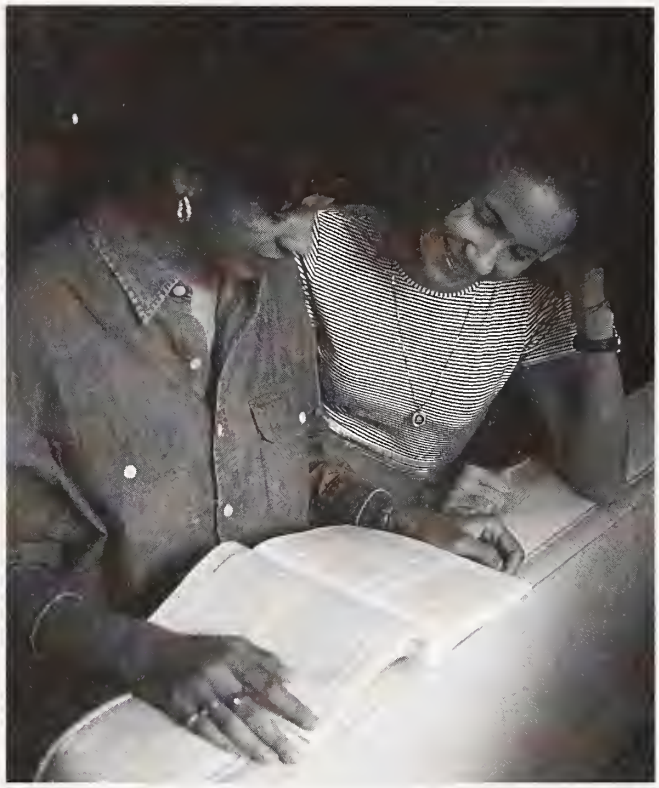
Students who are undecided about their major are considered to be enrolled in the College of Arts and Sciences and should follow the College requirements (see pp. 49-50). Satisfying these requirements permits a student to pursue a major either in Arts and Sciences or in one of the professional schools.

Studies leading to the baccalaureate degree are offered in the programs listed on the following pages.

Average Time to Graduation

Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.



Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation. Also see Tuition Surcharge, pp. 18-19.

Criteria for admission to a specific major (outlined in this *Bulletin*) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor as soon as possible to ensure that they meet the criteria.

Changes in Degree Requirements and Other Regulations

The University reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

Undergraduate Areas of Study

The following programs are currently offered undergraduate areas of study. See departmental listings for specific program and degree requirements. The term "Licensure" refers to the availability of teacher licensure for a given program. See Part 7 and departmental listings for complete details about available Teacher Education programs.

THE COLLEGE OF ARTS AND SCIENCES

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
Anthropology	BA	Anthropology	122	• Anthropology	
				• Anthropology	Social Studies
Art	BA	Art	122	• Art History	
				• Studio Art	
				• Museum Studies	
	BFA	Art	128	• Design	
				• Painting	
				• Sculpture	
	BFA	Art	128	• Art Education I (general)	Spec Subj Area
				• Art Education II (studio)	Spec Subj Area
Biology	BA	Biology	122	• Biology	
				• Biology	Secondary
				• Biotechnology	
				• Environmental Biology	
	BS	Biology	122	• Biology	
				• Biotechnology	
				• Environmental Biology	
	-	Biopsychology	-	• Biopsychology (second major only)	
Broadcasting/Cinema & Theatre	BA	Drama	122	• Drama	
				• Drama (minor)	
				• Technical Theatre (minor only)	
	BFA	Drama	124	• Acting	
				• Design & Technical Theatre	
				• Theatre Education	Spec Subj Area
	BA	Media Studies	122	• Media Processes & Aesthetics	
				• Moving Image and Sound	
				• Electronic Media News & Documentary	
				• Media Writing	
				• Radio (minor only)	
Chemistry	BA	Chemistry	122	• Chemistry	
				• Chemistry	Secondary
	BS	Chemistry	122	• Biochemistry	
				• Chemistry	
				• Chemistry	Secondary
Classical Studies	BA	Classical Studies	122	• Latin Language & Literature	
				• Latin	Secondary
				• Greek Language & Literature	
				• Classical Civilization	
				• Classical Archaeology	
Communication	BA	Communication Studies	122	• Communication Studies	
English	BA	English	122	• English	
				• English	Secondary
Geography	BA	Geography	122	• Geography	
				• Geography	Social Studies
				• Earth Science/Environmental Studies	
				• Urban Planning	
German & Russian	BA	German	122	• German	
				• German	Spec Subj Area
	-	-	-	• Russian (minor only)	

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
History	BA	History	122	• History	
				• History	Social Studies
				• Public History	
Mathematical Sciences	BS	Computer Science	122	• Computer Science	
	BA	Mathematics	122	• Mathematics	
				• Mathematics	Secondary
	BS	Mathematics	122	• Applied Mathematics	
				• Applied Mathematics	Secondary
				• Pure Mathematics	
				• Pure Mathematics	Secondary
				• Computer Science	
				• Computer Science	Secondary
				• Statistics	
				• Statistics	Secondary
Philosophy	BA	Philosophy	122	• Philosophy	
				• Pre-law	
Physics & Astronomy	BA	Physics	122	• Physics	
				• Physics	Secondary
	BS	Physics	122	• Physics	
				• Physics	Secondary
Political Science	BA	Political Science	122	• Political Science	
				• Political Science	Social Studies
Psychology	BA	Psychology	122	• Psychology	
				• Psychology	Social Studies
	-	Biopsychology	-	• Biopsychology (second major only)	
Religious Studies	BA	Religious Studies	122	• Religious Studies	
Romance Languages	BA	French	122	• French	
				• French	Spec Subj Area
	BA	Spanish	122	• Spanish	
				• Spanish	Spec Subj Area
Sociology	BA	Sociology	122	• Sociology	
				• Sociology	Social Studies
				• Criminology	

Special Degree Programs (sponsored by College of Arts & Sciences)

Interdepartmental	BSMT	Medical Technology	124	• Medical Technology
Interdepartmental	BA	Women's Studies	122	• Women's Studies

Special Programs in Liberal Studies

Interdepartmental	-	Special Programs	-	• African American Studies (minor only)
Interdepartmental	BA	Special Programs	122	• Archaeology
Interdepartmental	BA	Special Programs	122	• International Studies, with the following options: • Global Affairs & International Development • Inter-Cultural Studies • Regional Studies with emphases in: - Russian Studies - European Studies (second maj/minor) - Asian Studies (minor only) - African Studies (minor only)
Interdepartmental	BA	Special Programs	122	• Linguistics

JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
Accounting	BS	Accounting	122	Accounting	
Business Administration	BS	Business Administration	122	• Human Resources • Marketing • Small Business • Business Studies	
	BS	Finance, Insurance, & Real Estate	122	Finance, Insurance, & Real Estate	
Economics	BA	Economics	122	• Economics • Economics	 Social Studies
	BS	Economics	122	• Economics • Economics • Financial Economics	 Social Studies
Information Systems & Operations Management	BS	Information Systems & Operations Mgt	122	• Information Systems • Operations & Systems Management	
Interdepartmental	BS	International Business	127	• International Business	

SCHOOL OF EDUCATION

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
Curriculum & Instruction	BS	Elementary Education	127	• Elementary Education	K-6
	BS	Middle Grades Educ	128	• MIddles Grades Education	6-9
Specialized Education Services	BS	Education of Deaf Children	123-130 129	• Teacher Preparation • Educational Interpreter	Spec Subj Area

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
Communication Sciences & Disorders	BS	Speech Pathology & Audiology	122	• Speech Pathology & Audiology	
Dance	BA	Dance	122	• Dance	
	BFA	Dance	128	• Dance	
	BS	Dance Education	128	• Dance Education	Spec Subj Area
Exercise & Sport Science	BS	Exercise & Sport Sci	122	• Exercise Science & Sport Studies Aquatics Leadership, with options in - Aquatic Instructor Leadership - Aquatics for Therapy/Rehabilitation • Exercise Science & Sport Studies Fitness Leadership	
	BS	Exercise & Sport Sci	125-128	• Physical EducTeacher Educ	Spec Subj Area
Public Health Education	BS	Health Education	124 125-128	• Community Health Education • School Health Education	 Spec Subj Area
Recreation, Parks, & Tourism	BS	Recreation, Parks, & Tourism	122	• Leisure Services Management • Therapeutic Recreation • Travel, Tourism, & Commercial Recreation	

School of Human Environmental Sciences

Dept	Degree	Majors	Hrs Req	Areas of Study	Licensure
Housing & Interior Design	BS	Interior Design	142	• Interior Design (5-year program)	
Human Development & Family Studies	BS	Human Development & Family Studies	122	• Developmental Foundations in Preschool Educ (non-lic option)	
				• Developmental Foundations in Preschool Educ	B-K
				• Child & Adolescent Development in the Family	
				• Adult Development & Aging in the Family	
				• Family Studies	
Nutrition, & Foodservice Systems	BS	Nutrition & Foodserv Systems	122	• Restaurant & Institution Management	
				• Nutrition Science	
				• Dietetics Area	
Social Work	BS	Social Work	122	• Social Work	
				• School Social Work	Sch Soc Work
Textile Products Design & Marketing	BS	Textile Products Design & Mkt	122	• Textile Products Marketing	
				• Textile Products Design	

School of Music

Degree	Majors	Hrs Req	Areas of Study	
BA	Music	122	• General Music	
			• Music History	
BM	Performance	128	• Voice or Instrument (Keyboard, Strings, Brass, Woodwinds, Percussion)	
			• Jazz	
			• Composition	
BM	Music Education	128	• Choral/General Music Education	Spec Subj Area
			• Instrumental Music Education	SpecSubj Area

School of Nursing

Degree	Majors	Hrs Req	Areas of Study
BSN	Nursing	122	Nursing

Accelerated Masters Programs for Undergraduates*

Dept	Degree	Majors	Hrs Req	Areas of Study
Anthropology/Economics	BA/MA	Anthropology/Economics	122/30-33	Same as majors
Anthropology/Business Administration	BA/MBA	Anthropology/Business Adm	122/43.5	Same as majors
Biology/Chemistry	BA/MS	Biology/Chemistry	122/30	Same as majors
Chemistry/Chemistry	BS/MS	Chemistry/Chemistry	122/30	Same as majors
Chemistry/Business Administration	BS/MBA	Chemistry/Business Adm	122/43.5	Same as majors
Economics/Economics	BA/MA	Economics/Economics	122/30-33	Same as majors
Economics/Political Science	BA/MPA	Economics/Public Affairs	122/42	Same as majors
French/Business Administration	BA/MBA	French/Business Adm	122/43.5	Same as majors
German/Business Administration	BA/MBA	German/Business Adm	122/43.5	Same as majors
Special Programs in Liberal Studies-Linguistics/English	BA/MA	Spec Prgms-Linguistics/English	122/36	Same as majors
Mathematics/Mathematics	BA, BS/ MA,MEd	Mathematics/Mathematics	122/30,33	Same as majors
Music/Business Administration	BA/MBA	Music/Business Adm	122/43.5	Same as majors
Physics/Business Administration	BA/MBA	Physics/Business Adm	122/43.5	Same as majors
Political Science/Economics	BA/MA	Political Science/Economics	122/30-33	Same as majors
Political Science/Business Administration	BA/MBA	Political Science/Business Adm	122/43.5	Same as majors
Political Science/Political Science	BA/MPA	Political Science/Public Affairs	122/42	Same as majors
Spanish/Business Administration	BA/MBA	Spanish/Business Adm	122/43.5	Same as majors

**Accelerated Masters Programs are intended primarily for new freshmen who qualify for Advanced Placement Credit. All require early and careful planning with the major department beginning in the freshman year. Please see an advisor for further details.*

Other Special Academic Programs

See Part 6 for complete details and descriptions.

Freshman Seminars
Honors Program
Plan II
Cornelia Strong College
Residential College
Study Abroad
Preprofessional Programs in
- Dentistry
- Engineering
- Law
- Medicine
- Pharmacy
- Physical Therapy
- Veterinary Medicine

All-University Liberal Education Requirements (AULER)

Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions Fall 1991 and thereafter must meet All-University Liberal Education Requirements (AULER).

Forty-five semester hours of course work comprise a **minimal** core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the areas described on the following page. Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing breadth of coverage rather than depth of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All undergraduate degree programs have AULER requirements. With few exceptions, the full 45 semester hours are required. Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. Such exceptions are clearly shown in the descriptions of these special professional programs. **In addition, programs in the College of Arts and Sciences may exceed the requirements in several categories. These differences are noted in the appropriate description of College/School requirements for a particular program.**

The list of courses which satisfy AULER may be modified from time to time. The student's advisor is an additional source of information on the status of courses which currently meet the requirements.

The following table provides a brief description of each Liberal Education Requirement Area as well as indicating the number of semester hours which are required in that area. A complete list of currently approved AULER courses follows the table.

AULER Requirements by Areas	Sem Hrs Required
1. Analytic and Evaluative Studies A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. British or American Literature A study of selected major works of prose and poetry written in Britain or the United States.	3[AP]
3. Fine Arts A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3[AP]
4. Historical Perspectives on Western Culture A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3[AP]
5. Mathematics A study of major concepts, theories, methods, and applications of the mathematical sciences.	3[AP]
6. Natural Science A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6[AP]
7. Non-Western Studies A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. Reasoning and Discourse Training in reasoning well, reading critically, writing cogently, or speaking persuasively.	6[AP]
9. Social and Behavioral Sciences A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6[AP]
10. World Literature A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. Electives Six additional hours in a foreign language* at any level or from any of the areas specified above.	6[AP]
Total Semester Hours Required by AULER	45

[AP] *Indicates that AP credit is available in these categories; see pp. 14-15 for AP course listings*

* *Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study at the intermediate (203-204) college level.*

APPROVED AULER COURSES

As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BL, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

Approved AULER Courses by Area

Analytic and Evaluative Studies (AE)
3 Semester Hours Required
Anthropology 213, 360
Broadcasting/Cinema and Theatre 379
Freshman Seminar in Analytic and Evaluative Studies 106
History 311, 360, 366
Honors 206
Philosophy 111, 119, 121, 220, 331, 359
Political Science 105
Religion 104, 107, 109, 110, 207, 232, 251, 309, 326, 328, 365
Residential College 210-219
Women's Studies 350

British or American Literature (BL)
3 Semester Hours Required
Broadcasting/Cinema and Theatre 320
English 104, 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341
Freshman Seminar in British or American Literature 110
Honors 210
Residential College 220-229

Fine Arts (FA) 3 Semester Hours Required
Art 100, 101, 323
Broadcasting/Cinema and Theatre 121, 171, 205, 221, 250, 323, 582
Dance 100, 200, 201, 202, 323
Freshman Seminar in Fine Arts 105
Honors 205
Music 214, 241, 323
Residential College 230-239

Historical Perspectives on Western Culture (HP) 3 Semester Hours Required
African American Studies 100
Classical Civilization 201, 202, 211, 212, 220, 230, 323
Communication Studies 205
Freshman Seminar in Historical Perspectives on Western Culture 101, 102
Geography 102
German 215, 216
History 211, 212, 220, 221, 222, 223, 251, 252, 301, 302, 327, 335, 336, 357, 368, 369, 373, 374, 397
Honors 201, 202
Philosophy 251, 252
Religion 131, 202, 204, 210, 212
Residential College 240-249
Western Civilization 101, 102

Mathematics (MT) 3 Semester Hours Required
Mathematics 112, 119, 120, 121, 191
Residential College 110-119
Statistics 108

Natural Science (NS) 6 Semester Hours Required
Anthropology 253, 331
Biology 105, 111, 112
Chemistry 103, 104, 106, 110, 111, 112, 114, 115
Freshman Seminar in Natural Science 104, 104L
Geography 103, 111, 111L, 311, 311L, 314, 314L
Honors 203, 204
Nutrition and Foodservice Systems 213
Physics 203, 205, 205L, 209, 211, 212, 235, 251, 252, 291, 292
Psychology 230
Residential College 250-259
Textile Products Design and Marketing 211

Non-Western Studies (NW)
3 Semester Hours Required
Anthropology 100, 325, 330, 333, 335, 337
Art 102
Broadcasting/Cinema and Theatre 586
Freshman Seminar in Non-Western Studies 109
Geography 104, 114, 303
History 203, 204, 215, 216, 239, 240, 361, 377, 381, 383, 384, 385, 386, 389
Honors 209
International Studies 233A
Music 343
Political Science 290, 391
Religion 111, 211, 218, 220, 221, 225, 250, 351
Residential College 260-269
Sociology 300
Textile Products Design and Marketing 121
Women's Studies 333

Reasoning and Discourse (RD)
6 Semester Hours Required
English 101 **or** Freshman Seminar in Reasoning and Discourse 103 **or** Residential College 101, **and** one of the following courses:
Communication Studies 105, 111, 341
English 102, 223
Freshman Seminars in Reasoning and Discourse 111
Philosophy 115, 310
Residential College 102

Social and Behavioral Sciences (SB) 6 Semester Hours Required
African American Studies 210
Anthropology 201, 212, 258
Broadcasting/Cinema and Theatre 306
Communication Studies 200
Economics 101, 201, 202
Education of Deaf Children 240
Exercise and Sport Science 330
Freshman Seminar in Social and Behavioral Science 108
Geography 105, 202, 301, 344
Health 201, 260
Honors 208
Human Development and Family Studies 211, 212, 302
Political Science 100, 210, 240, 260
Psychology 121
Residential College 270-279
Sociology 101, 201, 222, 227
Social Work 311

World Literature (WL) 3 Semester Hours Required
Classical Civilization 205, 305, 306, 321, 324, 325
English 201, 202, 314, 315, 371
Freshman Seminar in World Literature 107
French 222, 307, 308, 323
German 217, 218, 221
Honors 207
Italian 222
Residential College 280-289
Russian 201, 202, 313, 315, 316
Spanish 222, 351, 402, 403, 404, 405

Electives 6 Semester Hours Required
Six additional hours from any of the areas specified above or in a foreign language at any level.

Total Semester Hours Required **45**

In addition to the above listed courses, students may receive AULER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

Fall Semester in Britain
- Language and Literature of Twentieth Century Criticism (FA)
- European Nations and States (HP)
- Sociology: European Social Structures (SB)
- Political Science: British Institutions and Politics (SB)
- Human Geography: The Making of Europe (HP)
- Environmental Principles (NS)

Fall Semester in Finland
- Cultures and Societies of Scandinavia (SB)
- Indigenous Cultures of the Polar Region (NW)
- Arts of Scandinavia (FA)
- Finnish and Scandinavian Literature in Translation (WL)
- Nordic Nature and Environment (NS)

Spring Semester in Poland
- Arts in Contemporary Poland (FA)
- Culture and Society in Contemporary Poland (SB)
- Evolution of Political Systems in Eastern Europe (SB)
- History of Poland (HP)
- Transition of Central European Countries to Market Economies (SB)

For information about these courses contact the Office of International Programs, 112 Foust Building, UNCG, 336/334-5404.

Additional degree requirements have been established by the College of Arts and Sciences. Students who are undecided as to a major as well as those majoring in anthropology, art, biology, chemistry, communication and theatre, English, French, geography, German, Greek, history, interdepartmental studies, Latin, mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, sociology, and Spanish are affected by these requirements. For these students the liberal education requirements total 54-55 hours, and are described in detail on pp. 49-50. Students who satisfy the College requirements will also satisfy the All-University requirements.

Major Requirements

Each school or department establishes the course requirements for each major program, concentrations within a major, and related-area requirements.

Special Curriculum Option (Plan II)

For students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study in consultation with appropriate faculty.

Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved. Developing a program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II in the Office of Academic Advising and Support Services prior to registering for their last 45 hours. Required steps have been adopted by the Undergraduate Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that must be followed:

1. Consult with the Director of Academic Advising and Support Services regarding general requirements and procedures. All general University requirements and minimum admission requirements for the desired departmental programs must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Send proposal to Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Student Academic Services. Other modifications require the full process outlined.

Guide to Course Descriptions

In the following pages, the academic programs and course offerings of the University are set forth.

Regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Provost. If enrollment does not justify continuation of a class, the class may not be offered.

Each course description is represented by a three-letter symbol (indicating the department or program within which the course is taken) and a three-digit number. After each course title are two (or three) numbers separated by colons which indicate semester hours credit, lecture, and laboratory hours. Following the credit indicator any course prerequisites will be listed. The course description itself may be followed by special area credit indicators (AULER, CLER) and frequency of offering symbols. Special course information is highlighted.

Program and Course Schedule Symbols

ACC	Accounting
AFS	African American Studies
ATY	Anthropology
ART	Art
BCT	Broadcasting/Cinema & Theatre
BIO	Biology
BME	Business & Marketing Education
BUS	Business Administration
CHE	Chemistry
CCI	Classical Civilization
CED	Counseling & Educational Development
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum and Instruction
DCE	Dance
ECO	Economics
EDC	Education of Deaf Children
ELC	Educational Leadership and Cultural Foundations
ENG	English
ERM	Educational Research Methodology
ESS	Exercise and Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FNS	Food, Nutrition, & Food Service Management (to be replaced by NFS)

FRE	French
GEO	Geography
GER	German
GRK	Greek
GRO	Gerontology
HEA	Health (Public)
HHP	Health & Human Performance
HIS	History
HSS	Honors Program
HID	Housing & Interior Design
HDF	Human Development & Family Studies
ISM	Information Systems & Operations Management
INS	International Studies
ITA	Italian
JNS	Japanese Studies
LAT	Latin
LES	Leisure Studies (to be replaced by RPT)
LIS	Library & Information Studies
MGT	Management
MKT	Marketing
MAT	Mathematics
MBA	Master's in Business Administration
MLS	Liberal Studies, Master's in
MUS	Music
NFS	Nutrition and Foodservice Systems
NUR	Nursing
PHI	Philosophy
PHY	Physics and Astronomy
PSC	Political Science
PSY	Psychology
RPT	Recreation, Parks, and Tourism
REL	Religious Studies
RCO	Residential College
RUS	Russian
SWK	Social Work
SOC	Sociology
SPA	Spanish
SES	Specialized Education Services
STA	Statistics
TDM	Textile Products Design & Marketing
UNS	University Studies
WCV	Western Civilization
WMS	Women's Studies

Course Numbers and Levels

Course level numbers are structured as follows:

100-199—intended primarily for freshmen
200-299—intended primarily for sophomores
300-399—intended primarily for juniors
400-499—intended primarily for seniors
500-599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
600-749—restricted to students who are classified as graduate students
750-799—restricted to students admitted to doctoral programs

Course descriptions for graduate-level courses are printed in *The Graduate School Bulletin.*

Course Credit Hours

The first of the figures enclosed in parentheses immediately following the course title indicates the number of semester hour credits given for the course. The second and third figures indicate the number of lecture and laboratory hours, respectively, normally scheduled each week for one semester in the course. For example, (3:2:3) means the course carries three semester hour credits and meets for two lecture hours and three laboratory hours each week. A class period is 50 minutes. Graduate courses and certain other courses may have only one figure enclosed in parentheses. For such courses the figure indicates the number of semester hours credit given. When only one or two figures appear in the parentheses, there are no laboratory or studio hour requirements.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

Course Prerequisites/Corequisites

Prerequisites or corequisites for a course are indicated in the course description by "Pr." or "Coreq." followed by appropriate requirements which must be met before that course may be taken. A student may not enroll in a course without the proper prerequisites unless these prerequisites have been waived by the head of the department in which the course is offered.

Grading Method

All courses are graded by letter grade (A-F) unless otherwise noted in the course description.

The following undergraduate/advanced undergraduate courses are graded P/NP (Pass/Not Pass) and are so noted in their descriptions: CSC 312; CSD 219, 571; CUI 299A & B, 399 A, B, C & D, 461, 462, 499A; DCE 250, 461, 462; ESS 461, 462, 594, 595; GRK 150; HEA 428, 461, 462; HHP 110; LES 315, 417; MUS 090, 091; SPA 104.

Repeat-for-Credit Notation

Some courses may be repeated for credit under special circumstances. Such information is highlighted in the course description.

Frequency of Course Offering

Many courses listed in this Bulletin reflect the semester(s) in which they are offered. This information is indicated in parentheses at the end of the course description as follows:

(FA,SP)	course usually offered in both Fall and Spring semester
(FA/SP)	course usually offered in either Fall or Spring semester
(FA/SP/SU)	course usually offered in either Fall, Spring, or Summer
(FA)	course usually offered Fall only
(SP)	course usually offered Spring only
(SU)	course usually offered summer session only
(Alt)	course usually offered only in alternate years
(Even,Odd)	course usually offered only in even or odd semesters or years
(Occ)	course usually offered occasionally

Equivalent Course Credit

A number of undergraduate courses have course content which is considered equivalent to other similar courses. Other courses are cross-listed with courses taught in a different department. Ordinarily students can only take one of such equivalent or cross-listed courses for credit. Course descriptions carry information concerning equivalencies if any exist. Students should be aware of such equivalencies before registering in order to avoid taking a course for which they will not receive additional credit.

All-University Liberal Education Requirement Abbreviations (AULER)

Courses approved as meeting requirements in the general areas of knowledge are indicated by one of the following abbreviations in brackets at the end of the course description:

AE	Analytic and Evaluative Studies
BL	British or American Literature
FA	Fine Arts
HP	Historical Perspectives on Western Culture
MT	Mathematics
NS	Natural Science
NW	Nonwestern Studies
RD	Reasoning and Discourse
SB	Social and Behavioral Sciences
WL	World Literature

College of Arts and Sciences Liberal Education Requirement Abbreviations (CLER)

Courses approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the following abbreviations in brackets at the end of the course description:

CAE	Analytic and Evaluative Studies
CBL	British or American Literature
CFA	Fine Arts
CFL	Foreign Language
CHP/ CPM	Historical Perspectives on WesternCulture, Pre-Modern
CHP/ CMO	Historical Perspectives on Western Culture, Modern
CLS	Life Science
CMT	Mathematics
CNW	Nonwestern Studies
CPS	Physical Science
CRD	Reasoning and Discourse
CSB	Social and Behavioral Sciences
CWL	World Literature

The College of Arts and Sciences

105 Foust Building

Walter H. Beale, Professor and Dean of the College
Robert E. Gatten, Jr., Professor and Associate Dean
William A. Link, Professor and Associate Dean
Sheila Schurer, Lecturer and Assistant to the Dean

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Broadcasting/Cinema and Theatre, Chemistry, Classical Studies, Communication, English, Geography, German and Russian, History, Mathematical Sciences, Philosophy, Physics and Astronomy, Political Science, Psychology, Religious Studies, Romance Languages, and Sociology. It also includes the Residential College and the Center for Critical Inquiry in the Liberal Arts, which sponsors such cross-disciplinary programs as Special Programs in Liberal Studies, the Honors Program, Freshman Seminars, and "Strong College," a residential community. See Part 6 for further information. The basic undergraduate degree of the College is the Bachelor of Arts, traditionally a liberal arts degree. While other degrees offered by the College (Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Fine Arts) contain professional and technical studies, they are primarily programs in the liberal arts.

CASA, the College advising center, provides academic assistance for first-year and pre-major undergraduate students.

Through its faculty, courses, and programs, the College of Arts and Sciences encourages intellectual inquiry and development of the knowledge and skills that enable critical examination of traditions and assumptions. A liberal education prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College requirements build upon the All University Liberal Education Requirements (AULER) (see pp. 44-45).

College Requirements

Included in the list below are the College requirements that differ from AULER along with the designated courses that meet those requirements.

1. Writing-Intensive Courses

To emphasize the importance of writing both as an essential skill and as a tool for learning, the College requires students to take four Writing-Intensive courses, not to include ENG 101 or 102 or their equivalents. The Writing-Intensive courses offered each semester are designated by a "W" in the printed semester **Schedule of Courses.**

a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and at least one in the department or program of the student's primary major. A single course may satisfy both the requirement for a course in the major and one of the requirements for a course at a specific level (lower- or upper-division), **as long as a total of four Writing Intensives are taken.**

b. Students transferring to UNCG as sophomores are required to take three Writing-Intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors are required to take two Writing-Intensive courses.

NOTE: Writing-Intensive courses may also meet AULER, College, or major requirements.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

College Requirements by Area (CLER) — Sem Hrs

2. Analytic and Evaluative Studies (CAE) — 3

3. British or American Literature (CBL) — 3[AP]

4. Fine Arts (CFA) — 3[AP]

5. Historical Perspectives on Western Culture — 6[AP]

Six hours required, including one course from each category:

a. **Pre-Modern (CPM) (3 hrs)**

CCI 201, 202, 211, 212, 220, 230, 323; FMS 101; GER 215; HIS 220, 221, 222, 251, 357, 368, 369, 373; HSS 201[1]; PHI 251; RCO 240-249; REL 202, 204, 210; WCV 101

b. **Modern (CMO) (3 hrs)**

AFS 100; CST 205; FMS 102; GEO 102; GER 216; HIS 211, 212, 223, 252, 301, 302, 327, 335, 336, 374, 397; HSS 202[1]; PHI 252; RCO 240-249; REL 131, 212; WCV 102

6. Mathematics (CMT) — 3[AP]

7. Natural Science — 9-10[AP]

Nine to ten hours required including one laboratory course (indicated by an asterisk), and at least one course from each category:

a. **Physical Science (CPS) (3-7 hrs)**

CHE 103, 104, 106, 110*, 111, 112*, 114, 115*, FMS 104, 104L*; CTX 211; GEO 103, 111, 111L*, 311, 311L*, 314, 314L*; HSS 203[1]; PHY 203, 205, 205L*, 209, 211, 212, 235, 251*, 252*, 291, 292; RCO 110-119

b. **Life Science (CLS) (3-7 jrs)**

ATY 253*, 331; BIO 111*, 112*, 105; FMS 104, 104L*; FNS 213; HSS 204[1]; PSY 230; RCO 110-119

Note: FMS 104 may carry either CPS or CLS credit; check with advisor or Registrar

8. Non-Western Studies (CNW) — 3

9. Reasoning and Discourse (CRD) — 6[AP]

10. Social and Behavioral Sciences (CSB) — 9[AP]

Nine hours required: three courses from three different departments

11. World Literature (CWL) — 3

12. Foreign Language (CFL) — 0-12 or proficiency[AP]

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing coursework (through course number 204**) in: French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish.

** In German, proficiency may also be demonstrated by completing GER 311.

Non-native speakers of English are exempted from the College foreign language requirement.

[1] *Indicates an Honors Core course requiring Honors Program permission prior to registration.*

[AP] *Indicates that AP credit is available in these categories; see pp. 14-15 for AP course listings.*

In addition to the above listed courses, students may receive CLER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

Fall Semester in Britain
- Language and Literature of Twentieth Century Criticism (CFA)
- European Nations and States (CHP-CMO)
- Sociology: European Social Structures (CSB-SOC)
- Political Science: British Institutions and Politics (CSB-PSC)
- Human Geography: The Making of Europe (CHP-CPM)
- Environmental Principles (CPS)

Fall Semester in Finland
- Cultures and Societies of Scandinavia (CSB)
- Indigenous Cultures of the Polar Region (CNW)
- Arts of Scandinavia (CFA)
- Finnish and Scandinavian Literature in Translation (CWL)
- Nordic Nature and Environment (CLS)

Spring Semester in Poland
- Arts in Contemporary Poland (CFA)
- Culture and Society in Contemporary Poland (CSB-SOC)
- Evolution of Political Systems in Eastern Europe (CSB-PSC)
- History of Poland (CHP-CMO)
- Transition of Central European Countries to Market Economies (CSB-ECO)

For information about these courses contact the Office of International Programs, 112 Foust Building, UNCG, 336/334-5404.

All students in the College must fulfill the foregoing College Requirements. A course in the major may be used to satisfy College liberal education requirements.

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

Major Requirements

Major requirements are described for each program listed. A course cross-listed in the major department must be taken within the major and counts toward the total hours in the major.

Minor Requirements

Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. In general, a minor requires 15 to 21 hours in a department or area with no more than 8 hours at the 100 level and no fewer than 9 hours taken at UNCG.

Second Majors

A student may take a second major in conjunction with the first major. This program requires a minimum of 24 semester hours in each of two approved majors. All requirements of each major must be met; hours from the second major can be applied toward the University-wide distribution requirements (AULER). A student with a first major outside the College who chooses a second major in one of the College departments is required to complete all of the departmental requirements for the second major but need not satisfy the College liberal education requirements. In the case of transfer students, at least 12 hours in each major must be taken at UNCG. Students wishing to complete a second major should contact the Office of the Director of Student Academic Services so that an advisor can be appointed in each major.

Special Academic Programs (see Parts 6 and 7)

Freshman Seminars
Honors Program
Medical Technology
Plan II
Preprofessional Programs
Residential College
Special Programs in Liberal Studies
Study Abroad
Teacher Education
Women's Studies Program

Student-Designed Interdisciplinary Major (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is an option available to students whose academic goals are not adequately served by any major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting the SDIM option must satisfy all College Liberal Education Requirements and meet all University academic regulations. The option may not be used as a way of circumventing the requirements of an established major and SDIM Plans (see below) that constitute only minor changes to an existing major will not be approved. An SDIM Plan must represent a coherent academic program of study, not simply a collection of courses assembled to enable a student to obtain a degree.

The procedure for requesting approval of an SDIM is as follows:

1. A faculty member in the College must agree to serve as the student's advisor and to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue a SDIM, but is unsure which faculty to ask to serve as his or her advisor, should consult initially with the Associate Dean of the College (William A. Link, Room 100, Foust Building).
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
   (1) a brief paragraph describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;
   (2) a list of courses (minimum of 24 credits) that will constitute the major;
   (3) either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the College's Liberal Education, foreign language, and writing-intensive requirements.

The student's advisor should ensure that courses included in the Plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.

3. The Plan is initially submitted to the Associate Dean of the College for review. The Associate Dean will ensure that the Plan meets all the requirements noted above and will send copies of the approved Plan to the student, the major advisor, and the Office of Student Academic Services.
4. A student planning to graduate with a SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 credit hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of Student Academic Services. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the Plan than one that was originally included.

DEPARTMENT OF ANTHROPOLOGY

426 GRAHAM BUILDING

Mary K. Sandford, Associate Professor and Head of Department
Professors Baber, Bartel, Fitzgerald, Helms, Mountjoy; Adjunct Professor Hoffman; Assistant Professors Andreatta, Coleman; Adjunct Assistant Professor Jackson; Lecturers Bogdan, Bruner

Anthropology is a broad discipline which includes physical anthropology — the study of humans as biological animals; cultural anthropology — the study of humankind in a cultural perspective; archaeology — the recovery and interpretation of ancient human biological and cultural remains; and linguistics — the study of language in culture and society.

The general undergraduate major provides an extensive study in cultural anthropology, archaeology, linguistics, and physical anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area up to a maximum of 60 hours. Majors have opportunities to develop mentoring relationships with members of the faculty on current research projects as well as fieldwork projects. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career possibilities and professional development. There is, however, a growing demand for anthropologists in government agencies and business. In such settings, the knowledge which they have may be applied to the solution of human problems.

Through the accelerated master's program, an anthropology major may earn both a master's degree in a related field and a bachelor's degree in anthropology in approximately five years. Majors must begin planning early in this program as well as obtaining careful advising. Opportunities exist for an MA in Economics and a Masters of Business Administration.

ANTHROPOLOGY MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The **General Anthropology Major** provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, physical anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Many of the anthropology courses listed as AULER and CLER courses also count towards the anthropology major:

ATY 213, 360	Analytic & Evaluative Studies (AE, CAE)
ATY 253, 331	Natural & Life Science (NS, CLS)
ATY 100, 325, 330, 333, 335, 337, 345	Non-Western Studies (NW, CNW)
ATY 201, 212, 258	Social & Behavioral Science (SB, CSB)

Major Requirements

Minimum 24 semester hours in anthropology above the 100-level to include the following.

Core Courses for Anthropology Major and Subdisciplines

1. ATY 213, 253, 360, 387, 411
2. Two courses at the 400 or 500 level
3. Electives to complete the major requirements

Although not a requirement beyond the 24 hours minimum, majors may choose to take additional courses in general anthropology. The additional courses may also be in one of the subdisciplines:

Archaeology
Ethnology
Linguistic Anthropology
Physical Anthropology

Majors in consultation with a faculty member in the subdiscipline will select the appropriate courses.

Related Area Requirements

Majors who follow a plan for one of the accelerated master's programs should satisfy the related area requirements for that program.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

HONORS IN ANTHROPOLOGY

Requirements

Six semester hours to consist of:

- 3 hours of ATY 493 (Honors Work) or ATY 595 (Contemporary Issues in Anthropological Theory)
- 3 hours of HSS 490 (Senior Thesis or Project) directed or co-directed by a member of the Anthropology Department.

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Anthropology Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Anthropology" will be printed on the student's official transcript.

ANTHROPOLOGY AS A SECOND MAJOR

Because of its holistic approach to human behavior, anthropology connects with many other disciplines both academically and professionally. Completion of anthropology as a second major is a good choice for students in interdepartmental programs in archaeology, linguistics, international studies, social studies, as well as programs in nutrition, history, classical studies, religious studies, geography, environmental studies, biology, women's studies, public health and African American studies. Students who double major in anthropology and another discipline must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

ANTHROPOLOGY MINOR

All minors are required to take ATY 212. In addition they must select a minimum of 12 hours at the 200 level or above. The following suggested course sequences may be of interest to students pursuing specific majors and with certain career objectives.

1. General Anthropology — ATY 213, 253, 360 387, 411

2. Ethnology/Ethnography — especially useful for majors in social studies, history, geography, economics, and international studies. Courses recommended include ATY213, 325, 330, 333, 335, 337, and 371

3. Linguistics—especially useful for majors in language arts, a foreign language, English, deaf education, speech pathology, social studies, and international studies. Course recommended include ATY 385, 387, 585, and 587.

4. Archaeology — especially useful for majors in classical studies, geography, and environmental studies. Courses recommended include ATY 253, 258, 360, 362, 533, and 553.

5. Physical Anthropology — especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology. Courses recommended include ATY 253, 331, 553, 555, and 559.

Students in consultation with a member of the department may plan a minor to enhance their career objectives as they choose. They may also take approved independent study courses or approved selected topics courses.

TEACHER LICENSURE IN SOCIAL STUDIES

Students majoring in anthropology may seek Initial "A" teacher licensure in comprehensive social studies with an endorsement in anthropology. Completion of licensure requirements will allow majors to teach Social Studies as well as anthropology in secondary school. Social Studies as well as licensure requirements are listed in Part 7 of this catalog. Many of the requirements for licensure satisfy liberal education requirements in the college as well as for the major and the Social Studies requirements. Majors who wish to pursue "A" licensure in social studies should consult with the departmental Social Studies committee representative.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ANTHROPOLOGY AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Anthropology/Business Administration provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Anthropology/MBA in Business Administration

A. College Liberal Arts Component (61 hours max)	Hrs	Redc Hrs
See additional CLER area requirements and available AP credit on p. 49.	24-36	
Special CLER area requirements for this program:		
Analytic & Evaluative Studies (AE)— *required:* ATY 213 *or 360 (see B below)*	3	-3
Natural Science (NS)— *required: ATY 253 (see B below) or ATY 331*	9-10	-3
Non-Western Studies (NW)— *required: one from ATY 325, 330, 333, 335, or 337 (see B below)*	3	-3
Social and Behavioral Sciences (SB)— *required: ATY 212, ECO 201 (see C below), and one other*	9	-3
Maximum hours	48-61	
Total Hours (reduced)	**36-49**	**(-12)**
B. Anthropology Major Requirements (24 hours)		
1. ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411	15	
2. Six hours at the 400 or 500 level	6	
3. Electives (can be used to meet CLER NW requirement)	3	
Total hours	**24**	

C.	**Prerequisites for the MBA (18 hours)**	
1.	ISM 110 (prerequisite for ECO 250)	3
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9
3.	ACC 201, 202	6
	Total hours	**18**
	Total Undergraduate Requirements	**91**
D.	**Other Undergraduate Electives**	31
	Ethnology Concentration in Anthropology recommended	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**
E.	**Related Requirements for the MBA (43.5 hours)**	
	Senior Year (7.5 hours)	
	MBA 601, 604 (Fall)	3.0
	MBA 605, 606, 607 (Spring)	4.5
	Summer Following Senior Year (4.5 hours)	
	Internship and 4.5 credits	4.5
	Graduate or 5th Year (24 hours)	
	Required foundation and strategic management level requirements; electives	24.0
	Summer (7.5 hours)	
	Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS		**43.5**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ANTHROPOLOGY AND MA IN ECONOMICS

The accelerated program in Anthropology/Economics provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Anthropology/MA in Economics

A.	**College Liberal Arts Component (61 hours max)**	**Hrs**	**Redc Hrs**
	See additional CLER area requirements and available AP credit on p. 49.	24-36	
	Special CLER area requirement for this program:		
	Analytic & Evaluative Studies (AE)— *required: ATY 213 or 360 (see B below)*	3	-3
	Natural Science (NS)— *required: ATY 253 (see B below) or ATY 331*	9-10	-3
	Non-Western Studies (NW)— *required: one from ATY 325, 330, 333, 335, or 337 (see B below)*	3	-3
	Social and Behavioral Sciences (SB)— *required: ATY 212, ECO 201 (see C below), and one other*	9	-3
	Maximum hours	48-61	
	Total Hours (reduced)	**36-49**	**(-12)**

B.	**Anthropology Major Requirements (24 hours)**	
1.	ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411	15
2.	Six hours at the 400 or 500 level	6
3.	Electives (can be used to meet CLER NW requirement)	3
	Total hours	**24**
C.	**Economics Prerequisites (30 hours)**	
1.	ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)	9
2.	ECO 250, 301, 351 (by end of 6th semester)	9
3.	Senior Year: ECO 327, 554 (Fall); ECO 319, 346 (Spring)	12
	Total hours	**30**
	Total Undergraduate Requirements	**103**
D.	**Other Undergraduate Electives**	19
	Ethnology Concentration in Anthropology recommended	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**
E.	**Requirements for MA in Economics (30-33 hours)**	
	Fall of Senior Year (minimum 6 hours)	
	ECO 619 (graduate credit)	3
	ECO 554 (undergraduate or graduate credit)	3
	ECO 654 (graduate credit)	3
	Spring of Senior year and/or 5th Year (24-27 hours)	
	ECO 645A (Fall)	3
	ECO 645B (Spring)	2
	ECO 646 (Fall)	2
	Either ECO 647 (Spring)	4
	Or ECO 648 (Spring)	4
	Both ECO 694 and 695 or 694 and 696	6
	Sufficient Electives	7-13
TOTAL SEMESTER HOURS FOR MA IN ECONOMICS (requires 694 and 695)		**30**
OR		
TOTAL SEMESTER HOURS FOR MA IN APPLIED ECONOMICS (requires 694 and 696)		**33**

ANTHROPOLOGY COURSES (ATY)

For Undergraduates

100 Contemporary Non-Western Cultures (3:3). • *Freshmen only.* A survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today. *[NW, CNW].*

201 Man in Nature (3:3).
Anthropology's answers to the question, "What is Man?" A basic understanding of the human condition, i.e., man and his place in nature. Anthropology and human problems. *[SB, CSB].*

212 General Anthropology (3:3). • *Open to freshmen.*
Survey of general anthropology. Includes an inquiry into human origins, prehistory and comparative study of culture. *[SB, CSB].*

213 Cultural Anthropology (3:3).
Cultural anthropology attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics. *[AE, CAE].*

253 Introduction to Physical Anthropology (3:2:3).
Study of human biological variation and evolution; includes contrasting non-human primate traits, fossil man, population genetics of racial formation, individual growth and development and human engineering. *[NS, CLS].*

258 World Prehistory (3:3).
Development of culture from its paleolithic beginnings through the rise of early civilizations. *[SB, CSB].*

325 Race and Culture Contact in the Caribbean (3:3).
Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change and identity. *[NW, CNW].*

330 Cultures of North American Indians (3:3).
Traditional ways of life of indigenous people of North America. *[NW, CNW].*

331 Human Variation (3:3).
Physical differences within and between human populations: their source and effect. *[NS, CLS].*

333 Latin American Societies and Cultures (3:3).
Tribal and peasant groups with special emphasis on their place in contemporary Latin America. *[NW, CNW].*

335 Cultures of Africa (3:3).
Study of the peoples of Africa emphasizing family organization, religion, political organization, languages and urbanism. Includes a study of African novelists. *[NW, CNW].*

337 Cultures of the Pacific (3:3).
Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. *[NW, CNW].*

348 Man and the Future (3:3).
Role of anthropology in understanding human problems of today and tomorrow. Emphasis on the sociocultural dimension of human problems and their solutions.

357 Monkeys, Apes, and Humans (3:3).
An overview of primatology — the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.

360 Method and Theory in Modern Archaeology (3:3).
Analysis and evaluation of methods, theories and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology and ethics. *[AE, CAE].*

378 Historical Archaeology Field Techniques (3:0:6).
Archaeological excavation of historic period sties. Techniques of excavation, recording, surveying, and artifact analysis.

385 Language and Culture (3:3).
A survey of verbal and nonverbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art and language learning.

387 Modern Linguistics (3:3).
Systematic investigation of the general properties of language, the universal properties found in all languages, and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English.

411 History of Anthropological Theory (3:3).
Developments in history of Western thought and study of culture leading to the emergence of anthropology as a scientific field.

462 Archaeology of the Southeastern United States (3:3).
Investigation of Indian cultural development in the United States from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina as a part of the East. Involves some field trips and/or laboratory experience.

477 Field Methods in Cultural Anthropology (3:3).
Review and discussion of major methodological principles and techniques used in anthropology.

478 Field Methods in Archaeology (3:3). Pr. consent of instructor.
Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation.

479 Analysis of Archaeological Data (3:3). Pr. consent of instructor.
Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis) with stress on ecological interpretation.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

497, 498 Special Problems in Anthropology (1 to 3), (1 to 3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for students to have directed instruction on problems of special interest.

For Advanced Undergraduates and Graduate Students

501, 502 Selected Topics in Anthropology (3:3), (3:3). Pr. major in anthropology or consent of instructor. • ***Mat be repeated for credit when topic varies.***
Opportunity for advanced students to study in depth topic or issue of special interest.

520 Economic Anthropology (3:3). Pr. 212, 213, or 3 hours of social science.
An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change.

524 Applied Anthropology (3:3).
Application of anthropological method and theory in situations of directed sociocultural change.

529 Culture Change (3:3).
Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages.

531 Latin American Culture (3:3). • ***Not open for credit to graduate students in anthropology.***
Development of Latin American culture, its characteristics, variations, and significance. Directed especially toward present and future teachers.

533 Archaeology of Mexico (3:3). Pr. consent of instructor.
Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztec and Maya) and relationships with adjacent areas.

547 Belief and Value Systems (3:3).
Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

550 Anthropological Examination of Sex Roles (3:3).
Nature and variations in sex roles, emphasizing female roles. Biological and sociocultural determinants of role differences.

553 Human Identification (3:2:3). Pr. 253 or 3 hours of biological science.
Anthropological study of aspects of the human body that includes identification of individual bone and fragments, sex differences, age changes in bone and teeth, dermatoglyphics, ABO blood groups, paleopathology, and somatology of living individuals.

555 Human Evolution (3:3). Pr. 253 or 3 hours of biological science.
Biological and cultural evolution of humans from prehuman forms.

557 Primate Behavior (3:3). Pr. 253 or consent of instructor.
An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report.

559 Disease and Nutrition in Ancient Populations (3:3). Pr. 253 or FNS 213 or 3 hours of biological science.
Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology. Analysis of mummified material, and chemical methods of dietary reconstruction.

560 Anthropology and the Teaching of World Studies (3:3). • ***Not open to undergraduate majors in anthropology.***
Concept of culture as a foundation for teaching about cultures. Related anthropological concepts and their significance for social studies. Objectives in teaching world studies. Anthropological materials and resources for social studies teacher.

571 Ethnographic Methods (3:3). Pr. graduate status or advanced undergraduate in Anthropology, Geography, History, Political Science, or Sociology.
A guide to the conduct of ethnographic research; an introduction to culture theory, the elements or research design, data collection and analysis, and the sociological significance of an interpretative paradigm.

576 Culture and Personality (3:3).
Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

583 Culture and Society (3:3). • ***Not open for credit to anthropology majors.*** • ***May not be taken for credit by students who have prior credit for ATY 213.***
Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context.

585 Social Dialects (3:3).
Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

587 Foundations of Linguistic Theory (3:3). Pr. consent of instructor.
An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included.

595 Contemporary Issues in Anthropological Theory (3:3). Pr. Senior status in anthropology, or permission of instructor.
An analysis of contemporary issues in anthropological theory and in the subfields of anthropology.

597, 598 Special Problems in Anthropology (3), (3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for advanced students to undertake independent study or research of special interest.

Department of Art

162 McIver Building

Pat Wasserboehr, Associate Professor and Head of Department
Professors Goldstein, Lee; Associate Professors Aichele, Doren, Gottsegen, Kotani, Maggio, Rice; Assistant Professors Ananian, Dimock, Dunnill, Gerhart, Lixl-Purcell

The Department of Art offers the following degree programs:

BFA, art major, concentrations in art education I & II, design, painting, and sculpture

BA, art major, concentrations in art history, museum studies, and studio art

MEd, art major

MFA, studio art major, with or without teacher certification

The department believes that at the undergraduate level students are best served by a liberal university education with a specialization in art. Specialized degree programs emphasize the traditional disciplines of painting, sculpture, design, art history, and art education. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

Freshmen art majors are advised in CASA during the freshman year. Before the beginning of the sophomore year, students should contact Student Academic Services to request a faculty advisor in the Art Department.

All transfer students should make an appointment with the department's Director of Undergraduate Advising for a portfolio review to approve transfer credit.

Courses in drawing, painting, and sculpture in the 20's, 30's, and 50's series emphasize working from observation. Still life, landscapes, interior environments, and the human figure are the primary sources of study from which students work toward developing basic artistic/observational skills. Courses in design and the crafts in the 40's, 70's and 80 to 84 series focus on the inherent systemic logic or functional requirements of works of art.

Only those students enrolled in a degree program with a full-time load of courses may use the space, equipment, and facilities of the Art Department. Part-time students may use only the facilities directly connected with the courses in which they are enrolled.

The faculty includes artists and historians of acknowledged accomplishment in their areas of specialization. All members of the faculty teach at the undergraduate level in well-equipped facilities on the north side of McIver Building and in the Cone Art Building.

The Weatherspoon Gallery, housed in the Cone Art Building, sponsors a program of exhibitions and lectures that complement the Art Department's curriculum.

ART MAJOR (BACHELOR OF FINE ARTS)

REQUIRED: 128 SEMESTER HOURS, INCLUDING 36 AT THE 300-LEVEL OR ABOVE

CONCENTRATIONS IN

- Design (including Ceramics and Photography)
- Painting (including Drawing and Printmaking)
- Sculpture

The BFA program allows a more intense concentration in studio work than is available in a BA program. This concentration is gained by extending the program for the equivalent of one summer session. Because of the number of required courses, junior transfers cannot expect to complete a BFA program in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees in the Art Department are required to complete the AULER requirements as listed below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses, including ART 100 and 101, and/or from the four upper-level art history courses required of studio majors.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

Core Courses for all Concentrations

1. ART 100 or 101
2. Four art history courses above 100 level
3. Art 120, 140, 150, 220, 221
4. ART 498 and 499 to be taken in the senior year. All students must submit three (3) ready-to-exhibit works to the senior juried show, usually held in the spring semester.

Design Concentration

1. ART 120, 140, 150, 220, 221, 241, 285, 347
2. Advanced design courses from those numbered in 40's, 70's or 80's: 10 semester hours
3. ART 498 and 499. Independent Study projects should be in graphic design, ceramics, photography, or another appropriate area of design specialization.
4. Art or related electives: 8 semester hours (choose from 300-level or above)

Painting Concentration

1. ART 120, 140, 150, 220, 221, 231, 232, 335, 337
2. Printmaking: 4 semester hours
3. ART 498 and 499. Independent Study projects must be in painting, drawing, or printmaking.
4. Art or related electives: 8 semester hours (choose from 300-level or above)

Sculpture Concentration

1. ART 120, 140, 150, 220, 221, 252 or 253, 353, 355, 356
2. Art 498 and 499. Independent Study projects must be in sculpture.
3. Art or related electives: 8 semester hours (choose from 300-level or above)

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

ART MAJOR (BACHELOR OF FINE ARTS)

REQUIRED: 128 SEMESTER HOURS, INCLUDING 36 AT THE 300-LEVEL OR ABOVE

CONCENTRATIONS IN

- Art Education I
- Art Education II

All studio art students who seek teacher licensure in art must take a BFA under one of two concentrations: Art Education I offers academic breadth, Art Education II offers concentration in a studio discipline. Junior transfers cannot expect to complete these programs in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees with a concentration in Art Education are required to complete the AULER requirements as listed below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from upper-level art courses.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Art Education I (General Art) Concentration

1. ART 100 or 101
2. Four additional courses in Art History above the 100 level
3. ART 120, 140, 150, 220, 221

4. Painting, Design: 2 semester hours in each
5. Crafts: 6 semester hours
6. Art or related electives: 7 semester hours
7. Art Education courses: 360 (junior year); 363, 365, 463 and 465 (senior year)
8. Concentration in one studio area (Design, Painting or Sculpture) of 9 semester hours above the 100-level.

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 7
2. Independent Study in ART 498 and 499 or approved substitutes: 4 semester hours
3. Single studio specialization, including at least 4 semester hours of independent studio (ART 498 and 499 or approved substitute) in this specialty: 10 semester hours

Related Area Requirements

(See "Teacher Education" in Part 7 for full explanation.)

1. AULER requirements as identified within each major
3. HEA 201 Personal Health
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Admission to Student Teaching:

During the junior year students must apply for admission to the student teaching semester. Art Education methods courses 363 and 365 are prerequisites to student teaching and are taken in the fall semester of the senior year. Student Teaching 463 and 465 are taken in the spring semester.

Student teaching admission requirements include the following:

1. Speech screening and medical clearance
2. Grade point average of at least 2.7
3. Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
4. Completion of 12 semester hours following admission to teacher education
5. Evidence of teaching readiness competencies as set and evaluated by the department.

ART MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS, INCLUDING 36 AT THE 300-LEVEL OR ABOVE

CONCENTRATIONS IN

- Art History
- Studio Art
- Museum Studies

The **Art History Concentration** is an academic, liberal arts program with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a PhD program after graduation. In preparation for doctoral work, they should acquire a fluent reading knowledge of two foreign languages; German and French are usually recommended.

The **Museum Studies Concentration** offers specialized courses in curatorial projects and other museum functions. Students are encouraged to make use of the resources in the Weatherspoon Art Gallery.

The Studio Concentration combines a liberal arts education with the development of studio skills.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

In addition to meeting the All-University Liberal Education Requirements (AULER), students in BA art programs must satisfy College of Arts and Sciences (CLER) requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 33 semester hours in art, depending on concentration

Art History Concentration

1. ART 100 or 101, 201, 202, 203, 204
2. Studio Art: 6 semester hours
3. Art History above the 200 level: 12-24 semester hours.

Museum Studies Concentration

1. ART 100 or 101, 201 or 202, 203 and 204
2. Two courses from ART 120, 140, 150
3. 15 additional semester hours of Art History, Studio Art, or approved related electives above the 200 level
4. ART 590 (taken in the junior year)
5. ART 400
6. ART 401 or ART 393 or HIS 545a or b

Studio Art Concentration

1. ART 100 or 101
2. Two courses from ART 120, 140, 150
3. Art History above the 100 level: 12 semester hours
4. Studio Art above the 100 level: 12-24 semester hours (at least 12 hrs should be at the 300-level)
5. Enrollment in independent study courses (optional for qualified students)

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

HONORS IN ART

Requirements

Six semester hours to consist of:

- 3 hours of ART 493 (Honors Work)
- 3 hours of HSS 490 (Senior Thesis or Project) directed or co-directed by a member of the Department of Art

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Major in Art (BFA or BA)
- Maintenance of at least a 3.3 overall GPA
- A grade of B+ or better in HSS 490

Recognition

The designation "Honors in Art" will be printed on the student's official transcript.

ART AS A SECOND MAJOR

Students who wish to declare a second major in art must complete all requirements listed above under the degree (BFA or BA) and concentration selected.

ART MINOR

An Art Minor requires 15-19 semester hours of studio and/or art history courses. A Minor in Art History requires 3 hours in ART 100 or 101 and 12 additional hours of 200-level or above art history courses. A Minor in Studio Art requires 3 hours in ART 100 or 101 and core studio courses ART 120, 140, 150, 220, 221.

ART COURSES (ART)

Art courses are listed under the following headings: Studio, Art History, Art Education, and Museum Studies

STUDIO Courses

For Undergraduates

120 Drawing and Pictorial Composition (4:2:6).
Basic course in principles and practice of drawing in various media and principles of pictorial composition. (FA,SP)

140 Design I (4:2:6).
Basic course in fundamentals of design. Work in two and three dimensions. (FA,SP)

150 Clay Modeling (4:2:6).
General course in preparation, designing, and modeling in clay. (FA,SP)

220 Drawing and Pictorial Composition II (2:1:3). Pr. 120.
An expansion and in-depth exploration of the basic principles of drawing and pictorial composition covered in ART 120. (FA,SP)

221 Life Drawing I (2:1:3). Pr. 220.
Figure drawing from the model. (FA,SP)

226 Woodcut and Wood Engraving (2:1:3). Pr. 120 or 140.
Woodblock relief techniques as a printmaking medium. (Not offered every year.)

228 Etching I (2:1:3). Pr. 120 or 140.
Intaglio techniques as a printmaking medium. (FA,SP)

229 Lithography I (2:1:3). Pr. 120 or 140.
Planographic techniques as a printmaking medium. (FA,SP)

231 Techniques of Painting (2:1:3). Pr. 120.
Materials and characteristic processes of major techniques. (FA)

232 Painting I (2:1:3). Pr. 120.
Basic course which uses observation as a vehicle for learning the fundamentals of oil painting.

241 Design II with a Computer (2:1:3). Pr. 140.
Introduction to the computer as a design tool and art medium. A variety of imaging applications introduced through design studio problems and visual problem solving.

252 Techniques of Sculpture (2:1:3). Pr. 150.
Tools, materials and characteristic processes of major techniques.

253 Sculpture I (2:1:3). Pr. 150.
Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.

275 Metal Crafts I (2:1:3). Pr. 140 or 150.
Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting.

281 Ceramics I (2:1:3).
Basic course with emphasis on handbuilt forms. (FA,SP)

285 Photography I (3:1:6). Pr. 140, or permission of instructor.
Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required. (FA,SP)

321 Life Drawing II (2:1:3). Pr. 221. • *May be repeated for credit with consent of instructor and department head.*
Continuation of 221. (FA,SP)

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama and music. (Same as COM 323, DCE 323, MUS 323.) *[FA, CFA].*

335 Painting II (4:2:6). Pr. 232.
Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.

337 Painting III (4:2:6). Pr. 335.
Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.

340 Design III (2:1:3). Pr. 140 and 241.
Advanced study of design fundamentals with emphasis on advanced execution and content. (FA,SP)

341 Letters, Signs and Symbols (2:1:3). Pr. 140 and 241.
Letter forms, signs and symbols as configurations for design study.

343 Techniques of Structures (4:2:6). Pr. 340.
Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials.

344 The Electronic Darkroom (3:3:3). Pr. 241; or permission of instructor; 285 recommended.
Studio based exploration of photography, graphic design, and digital imaging. A range of image capture and output techniques investigated along with computer image manipulation software applications. (Alt years)

345 Three-Dimensional Design (2:1:3). Pr. 10 s.h. of studio art including 140.
Development of three-dimensional systems as objects and as environments.

346 Kinetic Design (2:1:3). Pr. 10 s.h. hours of studio art including 140.
Motion and time sequence in two-dimensional and three-dimensional design.

347 Color Theory (2:1:3). Pr. 140.
Major color theories and systems. Projects using properties of color in pigments, transparencies and projected light. (FA,SP)

348 Metal Sculpture (2:1:3). Pr. 252 or 253.
Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.

353 Metal Casting (4:2:6). Pr. 252 or 253 or permission of instructor.
Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes.

355 Sculpture II (4:2:6). Pr. 252 or 253.
Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.

356 Sculpture III (4:2:6). Pr. 355.
Advanced undergraduate work with emphasis on individual sculpture development.

373 Design Methods for the Crafts (4:2:6). Pr. 100 or 101, 140, or consent of instructor.
Sources of and approaches to crafts design with materials such as wood, fiber, metal and paper. Exploration of sources of design in natural and man-made worlds. Recommended for Art Education majors.

375 Metal Crafts II (2:1:3). Pr. 275.
Advanced work in techniques required to make jewelry and small art objects from copper, brass, precious metals.

381 Ceramics II (2:1:3). Pr. 281 or consent of instructor.
Wheel-thrown forms; glazing and decorating techniques. (FA,SP)

382 Ceramic Glaze Techniques (2:1:3). Pr. 281.
Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. (SP)

384 Photojournalism (3:1:2). Pr. 285 or permission of instructor.
Course examines some aspects of photojournalism, dealing with photographs which answer questions of Who, What, When, Why, Where, and How; photographs which convey important information about the human condition. (FA)

385 Photography II (3:1:6). Pr. 285 or portfolio and permission of instructor.
Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.

387 Color Photography (3:1:5). Pr. 285.
An introduction to the basic processes used to produce color photographs and to an understanding of color photography as art.

428 Etching II (2:1:3). Pr. 228. • *May be repeated for credit with consent of instructor or department head.*
Continued development of etching techniques introduced in Etching I. Emphasis placed on supervised independent work consistent with students' personal artistic goals. (FA,SP)

429 Lithography II (2:1:3). Pr. 229. • *May be repeated for credit with consent of instructor or department head.*
Continuation of ART 229 with additional emphasis on multi-color imagery and the integration of advanced lithographic processes in students' assignments.

439 Painting: Selected Media (2:1:3). Pr. 120, 220.
Special techniques and pictorial problems of various paint media.

440 Books and Images (4:2:6). Pr. 140 and 241. • For advanced students
Advanced studio investigation into the relationships between images and book forms, traditional and contemporary, electronic and printed, static and dynamic. (Alt years)

442 Image Sequencing/Sequential Images (4:2:6). Pr. 241 or permission of instructor. • For advanced Design majors.
Structured studio workshop exploration of static, time based, and interactive image sequencing. Traditional and digital media incorporated. (Alt years)

446 Graphic Design (4:2:6). Pr. 140 and 241. • For advanced students.
An advanced investigation into two dimensional design. Computer and traditional media incorporated to address advanced studio problems and techniques. (Alt years)

481 Ceramics III (2:1:3). Pr. 281, 381.
Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 210).

496 Special Problems, Studio (2). Pr. prior approval of supervising instructor required. • *May be repeated for credit with consent of department head.*
Independent studio work adjusted to needs and interests of individual student. (FA,SP)

498, 499 Independent Study (2), (2). Pr. senior status and permission of instructor.
Students complete work demonstrating technical accomplishment and self-motivation. **498:** sequence of work must be submitted for juried senior show. **499:** sessions on portfolio presentation and preparation. (FA,SP)

For Advanced Undergraduates and Graduate Students

520 Anatomy for the Artist (3:2:2). Pr. 150 or permission of instructor.
Visual analysis of the human form with an emphasis on the skeletomuscular system.

525 Advanced Metal Casting (4:2:6). Pr. 353 or permission of instructor. • *May be repeated for credit when topic varies.*
Advanced theory and practice of metal casting.

529 The Multi-Media Print (4:2:6). Pr. 226 or 228 or 229, and 241.
Experimental forms of image making utilizing diverse sources of technical and aesthetic references including electronic media, photography, monoprints, collagraphy, 3-D constructions and traditional printmaking methods and processes. (FA,SP)

531 Painting (4:1:8). Pr. senior or graduate standing. • *May be repeated for credit when topic varies.*
Theories, methods and techniques characteristic of recent trends in painting.

535 Variable Topics in Painting (4:2:6). Pr. advanced undergraduate or graduate standing. • *May be repeated when topic varies.*
Practice and study of traditional and contemporary methods of painting in a variety of media and genres.

557 Site-Specific Sculpture (4:2:6). Pr. 355 or permission of instructor. • *May be repeated for credit.*
Provides opportunity to make site-specific sculptures; process of making work in the public arena from initial conception, interaction with jury committee to completed sculpture. (SP)

ART HISTORY Courses

For Undergraduates

100 Introduction to Art (3:3).
Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture. *[FA, CFA].* (FA,SP)

101 Survey of Western Art (3:3).
Major artists and periods starting with the ancient world through current times. *[FA, CFA].* (FA,SP)

102 The Black Atlantic: Cross-Cultural Representations (3:3).
Course interprets visual constructions from the African, African-American, and European traditions as they relate to the history of slavery and the colonization of the New World. *[NW, CNW].*

200 History of Western Architecture (3:3).
Architecture in Europe and the U.S.A. from ancient Greece to the present.

201 Ancient Art (3:3).
Art and architecture of Egypt, Greece and Rome until 337 A.D.

202 Medieval Art (3:3).
Art and architecture of Europe from Early Christian times through the late Gothic period ca. 1400 A.D.

203 Renaissance through Rococo (3:3).
Visual arts of Europe during the Renaissance, Mannerist, Baroque and Rococo periods. (FA)

204 Modern Art (3:3).
Visual arts in the West from ca. 1790 to the present. (SP)

300 Greek Art (3:3). Pr. 100 or 101 or 201.
Architecture, sculpture, and vase painting from ca. 1000 B.C. to the end of the Hellenistic period.

301 Early Medieval Art (3:3). Pr. 100 or 101 or 202.
Early medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic), Carolingian, Ottonian and Anglo-Saxon works.

302 Romanesque Art (3:3). Pr. 100 or 101 or 202.
Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D.: architecture, sculpture, manuscript illumination and mural painting.

303 Gothic Art (3:3). Pr. 100 or 101 or 202.
Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination and mural painting.

304 Italian Renaissance Art (3:3). Pr. 100 or 101 and 203 or consent of instructor.
Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture. (FA)

305 Northern Renaissance Art (3:3). Pr. 100 or 101 or 203.
Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.

306 Baroque Art (3:3). Pr. 100 or 101 and 203 or consent of instructor.
Seventeenth-century art in Europe: painting, sculpture, architecture and landscape architecture. (SP)

307 European Art in the Eighteenth Century (3:3). Pr. 100 or 101 and 203 or consent of instructor.
A survey of European art media, practice, theory, and issues surrounding patronage during the century.

308 European Art in the Nineteenth Century (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Painting, sculpture, and architecture from 1800 to 1900.

309 Architecture in the Twentieth Century (3:3). Pr. 100 or 101 or 200.
The components of style, theory, structure and material as embodied in the architecture of the century.

310 American Art (3:3). Pr. 100 or 101.
Historical development of art in the United States including the colonial period. Painting and architecture emphasized.

311 Early Twentieth-Century Art (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Painting, sculpture, architecture and other media from 1900 to World War II.

312 Late Twentieth-Century Art (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Traditional and new media in the last half of the century.

313 History of Photography (3:3). Pr. Art 100 or 101 or permission of the instructor.
A lecture course in the exploration of the photographic image, how it was produced, how it has evolved and the work of the photographers who make it an art. (Formerly ART 418)

400 Special Problems, Art History and Criticism (3:3). Pr. 15 semester hours of art history and criticism and approval of instructor. • *May be repeated once for credit when topic varies.*
Directed program of reading and research.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 210).

497 Special Problems, Art History and Criticism (3). Pr. prior approval of supervising instructor required. • *May be repeated for credit with consent of department head.*
Independent work in art history adjusted to needs and interests of individual student. (FA,SP)

For Advanced Undergraduates and Graduate Students

500 Traditions of Art Criticism (3:3). Pr. junior standing or graduate status.
A study of the major critical traditions from the Italian Renaissance to the present, aiming to define the role of criticism in the production and reception of works of art.

501 Topics in the History of Art (3:3). Pr. junior standing or graduate status. • *May be repeated when topic varies.*
Special topics in the history of art, ancient to modern.

ART EDUCATION Courses

For Undergraduates

360 Foundations of Art Education (3:2:1). Pr. junior standing.
An introduction to the art theoretical and philosophical foundations for Art Education K-12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching.

363 Curriculum and Teaching Methods in the Elementary School (3:2:2). Pr. consent of instructor, 360. • *For art education majors only.*
Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall. (Counts as Art credit.)

365 Curriculum and Teaching Methods in the Secondary School (3:2:2). Pr. 18 semester hours of art, 360.
Aims, philosophy and curricula of art education in the secondary school; selection, preparation and use of teaching materials. (Counts as Art credit.)

367 Child Art and Teaching (2:1:3). Pr. junior standing. • *Not open to Art Education majors.*
An introduction to the theoretical and philosophical foundations for Art Education (K-8), including hands-on experience with school art media.

463 Student Teaching in the Elementary School (6:1:10). Pr. senior standing with 2.7 GPA or above; CUI 450, ART 363, 365.
Supervised student teaching at the elementary school level.

465 Student Teaching in the Secondary School (6:1:10). Pr. senior standing with 2.7 GPA; CUI 450, ART 363, 365.
Supervised student teaching at the secondary school level.

For Advanced Undergraduates and Graduate Students

563 Trends and Teaching in Art: Special Populations (3:2:1). Pr. completion of 363, student teaching, or equivalent or consent of instructor.
Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional or community settings.

565 Issues in Art Education (3:3). Pr. graduate status or consent of instructor. • *May be repeated once for credit when topics vary.*
Exploration of issues in art or education which affect the teaching of art.

MUSEUM STUDIES Courses

For Undergraduates

393 Practicum in Art Careers (1). Pr. sophomore standing. • *May be repeated for credit.*
Practicum experience for art majors for developing career goals and skills.

401 Special Problems: Museum Studies (3:3). Pr. 15 hours art history/criticism and approval of instructor. • May be repeated once for credit when topic varies.
Directed program of reading, research or curatorial projects in the Weatherspoon Art Gallery and other museums.

For Advanced Undergraduates and Graduate Students

590 Museum Studies (3:3). Pr. junior standing and permission of instructor.
A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education and curatorial activities.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF BIOLOGY

312 EBERHART BUILDING

Robert E. Cannon, Associate Professor and Interim Head of Department

Professors Bates, Gatten, Stavn, Sullivan (Chancellor of UNCG); Associate Professors Hendrickson, Henrich, Kirchoff, Lacey, Lepri, Lombardi, Rublee; Assistant Professors Hens, Katula, Leise, Stewart; Lecturers Almeida, Bundy, Gouzoules, Hensley, Horton, Pelli, Redman, Somers

Adjunct Faculty: Adjunct Professors Failla, Johnston, Logan; Adjunct Clinical Professors Lipford, Steuterman; Adjunct Associate Professosr Blake, McIntosh; Adjunct Clinical Associate Professor Hopkins; Adjunct Assistant Professors Curtis, Pratap; Adunct Clinical Instructors Anderson, Bean, Bowman, Culton, Failla, Flynn, Gaither, Hobson, Hodge, O'Laughlin, Peters, Scaro, Shirley, Simmons, Yarborough

The Department of Biology has a strong commitment to teaching at both the undergraduate and graduate levels. Recipients of undergraduate biology degrees find employment in a wide range of fields and are well-prepared for further study in graduate school and in health-related professions such as medicine, dentistry, and veterinary medicine. Writing-intensive courses and laboratory classes help develop communication and research skills. Additionally, the department supports an active Biology Club, which provides students with a source of friends who have common interests.

The department's tradition of excellence in education is complemented by a faculty actively engaged in research in areas ranging from molecular biology and biochemistry to ecology and evolution. Students are encouraged to gain research experience through independent study with a faculty mentor.

BIOLOGY MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The Department offers a full range of courses leading to the BA degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. (See also the descriptions of pre-professional programs, pp. 220-222, concerning their requirements.) Both study and laboratory facilities are available to advanced undergraduates.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Courses

In meeting this requirement for hours above the 100-level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least one of the following core laboratory courses: BIO 302, 356, or 393

Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115
2. MAT 121 or 191

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354
2. MAT 191, 292
3. STA 271, or 571 and 571L
4. PHY 211, 212, and 251, 252 labs

B.A. IN BIOLOGY WITH CONCENTRATION IN BIOTECHNOLOGY

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual aspects of molecular biology and their practical application in biotechnology and genetic engineering.

Basic requirements beyond the Biology Core

BIO 481, 499 (1-3 hrs), 535, 594, 596; CHE 351, 352, 354; PHY 211, 212 and 252, 252 labs, or 291, 292, and 252, 252 labs; and MAT 191

Strongly recommended

BIO 424, 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of Undergraduate Research (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

B.A. IN BIOLOGY WITH CONCENTRATION IN ENVIRONMENTAL BIOLOGY

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions.

Basic requirements beyond the Biology Core

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 526, 527, 528, 529, 560, or 579

Additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)

3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

Strongly recommended

CHE 351, 352, 354; PHY 211, 212 and 252, 252 labs, or 291, 292, and 251, 252 labs; MAT 191

BIOLOGY MAJOR (BACHELOR OF SCIENCE)

REQUIRED: 122 SEMESTER HOURS

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. (See also the descriptions of pre-professional programs, pp. 210-213, concerning their requirements.) A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and cognate sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Requirements

In meeting this requirement for hours above the 100-level, all B.S. Biology majors must complete the following courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least one of the following laboratory core courses: BIO 302, 356, or 393
6. At least one course at the 500-level

Undergraduate Research (BIO 499) or Honors Work (BIO 493), for 2 or more credit hours, are also strongly recommended.

Related Area Requirements

B.S. Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115, 351, 352, and 354
2. MAT 191 and either MAT 292 or STA 271 (or STA 571 and 571L)
3. PHY 211, 212 and 251, 252 labs, or PHY 291, 292, and 251, 252 labs

B.S. IN BIOLOGY WITH CONCENTRATION IN BIOTECHNOLOGY

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual aspects of molecular biology and their practical application in biotechnology and genetic engineering.

Basic requirements beyond the Biology Core

BIO 481, 499 (1-3 hrs), 535, 594, 596

Strongly recommended

BIO 424, 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of Undergraduate Research (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

B.S. IN BIOLOGY WITH CONCENTRATION IN ENVIRONMENTAL BIOLOGY

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions.

Basic requirements beyond the Biology Core:

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 526, 527, 528, 529, 560, or 579

Additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)
3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

BIOLOGY MINOR

A minimum of 17 hours in biology is required for a minor in biology. The following courses are required:

1. BIO 111 and 112
2. One course from two of the following four categories:
   Ecology: BIO 301
   Cell Biology: BIO 355
   Genetics: BIO 392
   Diversity: BIO 322, 341, 354, or 370

BIOLOGY AS A SECOND MAJOR

A minimum of 24 hours in biology is required for a second major in Biology. A maximum of 4 semester hours may be at the 200-level. The following courses are required:

1. BIO 111 and 112
2. One course from each of the following four categories:
   Ecology: BIO 301
   Cell Biology: BIO 355
   Genetics: BIO 392
   Diversity: BIO 322, 341, 354, or 370
3. CHE 111 and 112
4. CHE 114 and 115

CONCENTRATION IN BIOLOGY

A total of 24 semester hours in biology is required for a concentration in Biology. The following courses are required:

1. BIO 111 and 112
2. One course from three of the following four categories:
   Ecology: BIO 301
   Cell Biology: BIO 355
   Genetics: BIO 392
   Diversity: BIO 322, 341, 354, or 370

BIOPSYCHOLOGY SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels.

Basic requirements

BIO 111, 112, 277, 355; CHE 111, 112, 114, 115; MAT 121 or 191; and PSY 121, 230, 435, 438, and 436 or 457 (Note: PSY 300, a prerequisite for upper level Psychology courses, will be waived for Biology majors pursuing a Biopsychology second major).

Additional requirements

a minimum of six additional hours in Biology courses selected from BIO 425, 453, 464, 477, 479, 567, and 575.

Strongly recommended

CHE 351, 352, 354; MAT 191, 292; and PHY 211, 212 and 251, 252 labs.

TRANSFER CREDIT

Credit for courses above the 100-level is transferred as Biology elective credit only. To establish transfer credit for specific Biology courses above the 100-level, students should contact the head of the Department of Biology. Transfer students are reminded that at least 12 credit hours in the major must be completed at UNCG.

TEACHER LICENSURE REQUIREMENTS

SECONDARY SUBJECT-AREA LICENSURE IN BIOLOGY

Undergraduates seeking secondary teacher licensure in biology must satisfy the requirements for the B.A. or B.S. degree in Biology and must also complete Geography 103, Mathematics 121 or 191, and Physics 205/205L or 211 & 212 or 291 & 292. See additional information in this catalog in Part 7, "Teacher Education Programs."

Students seeking admission to the UNCG Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 semester hours in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 for biology courses completed at UNCG.

Students already admitted to the UNCG Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 semester hours of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 for biology courses completed at UNCG.

INITIAL "A" LICENSURE

Students with an undergraduate degree who are seeking Initial "A" Licensure in Biology must complete the requirements for a B.A. or B.S. in Biology at UNCG with a biology grade point average of 2.5 or better. Course selection must be completed in consultation with the Head of the Department of Biology. Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any of those courses can be accepted as meeting some of the requirements for "A" licensure in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN BIOLOGY AND MS IN CHEMISTRY

The accelerated program in Biology provides the opportunity for a student to complete a B.A. in Biology (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Biology as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated B.A. in Biology/M.S. in Chemistry

A. College Liberal Arts Component (61 hours max)	**Hrs**	**Redc Hrs**
See additional CLER area requirements and available AP credit on p. 49.	35-48	
Special CLER area requirements for this program:		
Mathematics (MT)— *required: MAT 191 (see C below)*	3	3
Natural Science (NS)— *required for the CPS component: CHE 111, PHY 211 & 251 (see C & D below); required for the CLS component: BIO 111 (see B below)*	9-10	10
Maximum hours	48-61	
Total Hours (reduced)	**48**	**(-13)**
B. Biology Major (B.A.) Requirements (38 hours)		
1. BIO 111 (meets CLER NS/CLS requirement), 112	8	
2. Ecology: BIO 301	3	
3. Cell Biology: BIO 355	3	
4. Genetics: BIO 392	3	
5. Diversity: one of BIO 322, 341, 354, 370	3-4	
6. 17-18 additional hours above the 100 level with no more than four hours at the 200 level	17-18	
Total hours	**38**	

C.	**Related Requirements (11 hours)**	
1.	General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8
2.	Mathematics: MAT 191 (meets CLER MAT requirement)	3
	Total hours	**11**
Total Undergraduate Requirements (maximum)		**127**
D.	**Chemistry Prerequisites (29 hours)**	
1.	General Physics: PHY 211 & 251 (meets part of CLER NS/CPS requirement), 212 & 252	8
2.	Organic Chemistry: CHE 351, 352, 354	8
3.	Inorganic Chemistry: CHE 242, 442	5
4.	Analytical Chemistry: CHE 331, 333	4
5.	Physical Chemistry: CHE 506	4
	Total hours	**39**
TOTAL UNDERGRADUATE SEMESTER HOURS		127
E.	**Related Requirements for M.S. in Chemistry (30 hours)**	
	Senior Year (6 hours)	
	CHE 501, 553 (Fall)	3
	CHE 502, 632 (Spring)	3
	Summer (3 hours)	
	Approved BIO or CHE elective	3
	Graduate or 5th Year (19 hours)	
	CHE 641, 661, approved BIO or CHE elective (Fall)	9
	CHE 680, 699 (Spring)	6-12
TOTAL MS SEMESTER HOURS		30

BIOLOGY COURSES (BIO)

For Undergraduates

105 Major Concepts of Biology (3:3). • ***For students not planning to take additional biology courses.*** • ***Students who have prior credit for BIO 101, 102 or BIO 111, 112 may not take BIO 105 for credit.***
Introduction to the major ideas about life including reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of ideas. *[NS, CLS].*

111 Principles of Biology I (4:3:3). • ***Students who have prior credit for BIO 101 or 103 may not take BIO 111 for credit.***
Prerequisite for most other biology courses. Lecture and laboratory cover the fundamental principles of biology including the molecular and cellular basis of life, energetics, and homeostasis. *[NS, CLS].*

112 Principles of Biology II (4:3:3). Pr. 111. • ***Students who have prior credit for BIO 102 or 104 may not take BIO 112 for credit.***
Prerequisite for 300 level courses and above. Continuation of 111. Fundamental principles of biology including cellular and organismic reproduction, genetics, evolution, and ecology. *[NS, CLS].*

271 Mammalian Anatomy (4:3:3). Pr. 111.
Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.

277 Mammalian Physiology (4:3:3). Pr. 111 and high school chemistry with grade of C or better.
Human physiology with emphasis on homeostatic mechanisms.

280 Fundamentals of Microbiology (3:2:4). Pr. 111. • ***Students cannot receive credit for both this course and BIO 481.***
General survey of microscopic life and its impact on medicine, public health, industry, agriculture and the environment. Recommended for non-biology majors.

The remaining courses (300-, 400-, and 500-levels) require the successful completion of BIO 101-102 or 111-112.

301 Principles of Ecology (3:3).
Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems. (FA,SP)

302 Introductory Ecology Laboratory (1:0:4). Pr. 301 (may be taken concurrently).
Laboratory course to accompany BIO 301. Several field trips. (FA)

322 Plant Diversity (4:3:3).
Introduction to the plant kingdom from an evolutionary point of view. Emphasis is on structure, function, reproduction, and phylogenetic relationships of the plants. (FA)

341 Invertebrate Zoology (4:3:3).
Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. (SP)

354 Plant Systematics (4:3:3).
Introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. (Odd SP)

355 Cell Biology (3:3). Pr. CHE 114 or equivalent.
Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism studied in relation to cellular structure, membrane function, cell movement, and cytoplasmic compartments. (FA,SP)

356 Cell Biology Laboratory (1:0:3). Pr. previous completion of or current enrollment in 355. Withdrawal from 355 requires automatic withdrawal from 356.
Laboratory exercises to complement lecture material of 355. (FA,SP)

361 Biology and Conservation of Sea Turtles (3:1:6). Pr. 111 or permission of instructor. • **Travel fees involved. Students spend 2 weeks in Costa Rica in late July. See instructor for details.**
Students spend 2 weeks in July/August in Tortuguero, Costa Rica tagging and collecting data on nesting green turtles. Selected topics will be discussed in fall seminar. (SU-FA)

370 Natural History of the Vertebrates (3:2:3).
Classification, identification, and phylogeny of all classes of vertebrates, with field work. (FA)

392 Genetics (3:3).
Mendelism and modern trends in genetics. (FA)

393 Genetics Laboratory (1:0:4). Pr. concurrent enrollment in or prior completion of BIO 392.
Laboratory course to complement BIO 392. Exercises employ both classic genetic approaches and modern recombinant DNA technology.

420 Marine Biology (3:3). Pr. one of the four core courses.
An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is required. (Even SP)

424 Plant Physiology and Biotechnology (3:2:3). Pr. 355.
Physiological processes involved in plant growth spanning effects from the molecular to the environmental level. Laboratories will utilize biotechnological manipulations of the model plant *Arabidopsis.* (SP)

425 Biological Clocks (3:3). Pr. one of the four core courses.
Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health. (Even SP)

430 Biological Evolution (3:3). Pr. 301, 392 and a diversity course.
Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. (SP)

431 The Biosphere (3:3). Pr. 301.
A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction.

438 Animal Behavior (3:3). Pr. PSY 121 and 230, or BIO 111 and 112. • *When offered in the same semester with PSY 438L or BIO 439, both lecture and lab must be taken for credit.* • *Students cannot receive credit for both this course and PSY 438.*
Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. (Same as PSY 438)

439 Animal Behavior Laboratory (1:0:3). Pr. PSY 230 and 300, or BIO 111 and 112. Corequisite PSY 438 or BIO 438. • *When offered in the same semester as PSY or BIO 438, both lecture and lab must be taken for credit.* • *Students cannot receive credit for both this course and PSY 438L.*
Required laboratory component for PSY 438/BIO 438. Methods for assessing the developmental, physiological, evolutionary and adaptive bases of animal behavior using laboratory and field techniques. (Same as PSY 438L) (Alt SP)

440 Vascular Plant Anatomy (4:3:3). Pr. 392 or a diversity course.
Principles of plant structure and function are studied in lecture and laboratory. Emphasis is placed on structure and evolution of the major tissues of vascular plants.

453 Vertebrate Morphogenesis (4:3:3). Pr. 355.
Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of stages of embryonic development. (FA)

464 Developmental Biology (4:3:3). Pr. 355.
A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes. (SP)

472 Functional Microscopic Anatomy (4:3:3). Pr. 355.
Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes. (Even FA)

477 Animal Physiology (3:3). Pr. 355.
Physiology of invertebrates and vertebrates including metabolism, temperature regulation, respiration, blood, circulation, water and ion balance, excretion, and the nervous, sensory, endocrine, and muscular systems. (Even FA)

479 Neurobiology (3:3). Pr. 355.
Descriptive overview of chemical transmission in nervous systems from invertebrates to man. Sensory processing, ionic conductance at synapses and axons, neural circuits and pathways in the brain will be analyzed. (Odd FA)

481 General Microbiology (4:3:4). Pr. 355 or 392.
Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. (FA)

483 Introduction to Clinical Pathology (3:2:4). Pr. 277, and 355 or 392, and CHE 114.
Introduction to profession of medical technology, including major divisions within the field of laboratory medicine. Lectures describe tests to evaluate organ systems, basic pathophysiology-producing abnormalities and evaluation of clinical procedures. Laboratories emphasize basic concepts and evaluation of results of tests discussed in lecture. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

498 Biology Seminar (1:1). Pr. senior standing.
Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers.

499 Undergraduate Research (1 to 3). Pr. two core courses and consent of instructor. • *May be repeated for up to 6 hours credit with departmental permission.*
Individual Studies: Biological research under the direction of a faculty member, culminating in a written report. Times by arrangement.

For Advanced Undergraduates and Graduate Students

Consult instructor for equivalence of listed prerequisites.

501 Advanced Topics in Animal Ecology (3:3). Pr. a previous course in ecology.
Directed readings in the literature of physiological ecology, growth and regulation of populations, community structure, energy flow, mineral cycling, and other areas of current research interest.

502 Advanced Topics in Animal Physiology (3:3). Pr. 277 and 355.
Study of physiological mechanisms; selected problems from current literature.

503 Advanced Topics in Biochemistry (3:3). Pr. 535.
Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.

504 Advanced Topics in Cell Biology (3:3). Pr. 355.
Advanced treatment of cell biology covering selected topics such as gene regulation, protein sorting, cell cycle control, apoptosis. The course will consist of lectures and discussion of research articles.

505 Advanced Topics in Ecological Physiology (3:3). Pr. 477 or 579.
Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.

506 Advanced Topics in Genetics (3:3). Pr. 392.
Basic mechanisms of gene action in microbes, animals, and plants.

507 Advanced Topics in Neurobiology (3:3). Pr. 477 and 579, or permission of instructor.
Directed readings on fundamental physiological principles of nervous system functioning. Topics may included motor pattern generation, sensory transduction, sensori-motor integration, neurohormonal modulation of behavior.

509 Advanced Topics in Microbiology (3:3). Pr. 481.
Critical review of current research covering a wide range of topics including infectious diseases, bacterial physiology, marine microbiology, and immunology. Focus on students' interests or needs.

510 Advanced Topics in Plant Ecology (3:3). Pr. a previous course in ecology.
Studies of special terrestrial communities or plant groups.

511 Advanced Topics in Plant Physiology (3:3). Pr. 424.
The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.

512 Advanced Topics in Plant Structure and Evolution (3:3). Pr. 322 or 354 or 440 or permission of instructor.
Lectures and discussions of current research in plant structure, development and evolution. The topics to be covered will change from semester to semester.

513 Advanced Topics in Reproductive Biology (3:3). Pr. 464 or permission of instructor.
Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

515 Advanced Topics in Vertebrate History (3:3). Pr. 271 or 453, 370, and 392, and permission of instructor.
Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

526 Conservation Biology (3:3). Pr. 301.
Introduction to habitat and species conservation; topics include genetic diversity, demographic patterns of rare species, habitat fragmentation, design and management of nature reserves, ecological restoration. (Odd FA)

527 Terrestrial Plant Ecology (3:2:3). Pr. 301.
Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. (Odd FA)

528 Microbial Ecology (3:3). Pr. 301 and either 280 or 481, or permission of instructor.
Emphasis on current areas of active research with reference to applied problems. (Even SP)

529 Aquatic Ecology (3:2:3). Pr. 301, CHE 114, or permission of instructor.
Interactions and adaptations of aquatic organisms in the major aquatic environments: fresh water, estuaries, and oceans. Optional field trips monitor local lakes, Carolina bay lakes, and the coastal Cape Fear area.

535 General Biochemistry (3:3). Pr. 277 or 355 or 392, or permission of instructor.
Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. (FA)

538 Radiation Biology and Radiotracer Methods (4:3:3). Pr. 355 or 392, or permission of instructor.
Characteristics of ionizing radiation and use of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection. Laboratory work emphasizes liquid scintillation methods and processing of these data. (Odd SP)

545 General Biochemistry Laboratory (1:0:3). Pr. 535 (may be taken concurrently).
Experimental work designed to complement lecture material of 535. (FA)

549 Current Topics in Biology (1 to 3). Pr. permission of instructor.
Current topics in the biological sciences. Students complete individual readings or laboratory/field experiments under the supervision of faculty.

550 Macroevolution (3:3). Pr. 392 and a diversity course (322, 341, 354, or 370).
Lectures and discussions provide an introduction to evolution above the species level. Special attention given to constraints on evolutionary change and to theories integrating development and evolution.

552 Metamorphosis (3:3). Pr. 355 and one 400-level course in Biology.
Readings, discussions, and oral presentations of current literature on metamorphosis in animals. Mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats. (Odd FA)

555 Vertebrate Reproduction (3:3). Pr. 464.
An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects. (Even SP)

560 Symbiosis (3:3). Pr. any three core courses, or permission of instructor.
Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed. (Odd SP)

567 Chemical Senses (3:3). Pr. 355, and one of the following: BIO 277, 472, 477, 479, PSY 450, PSY 453, or permission of instructor.
Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

575 Neuroanatomical Techniques (3:2:4). Pr. 355 and one of the following: BIO 453, 472, 477, 479, PSY 450, PSY 453, or permission of instructor.
Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects. (Odd SP)

578 Hormones in Action (3:3). Pr. 277, 355, 392.
Hormonal signaling in humans and other animals is examined using developmental, physiological, behavioral, cellular, and molecular perspectives, with special emphasis on the adrenal glands and the gonads. (Alt yrs)

579 Environmental Physiology (3:3). Pr. 341, 355, or 370, plus 277 or 477.
Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions. (Odd FA)

583 Virology (3:3). Pr. 481 or permission of instructor; 392 and 535 recommended.
Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels. (Even SP)

584 Immunology (3:3). Pr. 481 or permission of instructor.
Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity. (Odd SP)

594 Introduction to Biotechnology (4:3:4). Pr. 12 hours of biology or chemistry above 100 level, including BIO 392.
Basic principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and hybridomas. Explores development of gene amplification, gene therapy, and DNA fingerprinting. (SP)

595 Advanced Genetics (3:3). Pr. 392.
Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development. (Even SP)

596 Molecular Biological Approaches in Research (1:1). Pr. 392. • May be repeated for a total of 3 hours credit.
Use of novel molecular approaches to address current questions in the life sciences will be explored by analyzing recent research reports and learning the principles underlying these approaches.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Broadcasting/ Cinema and Theatre

200 Taylor Building

Robert C. Hansen, Professor and Head of Department
Professors Behm, Cook, Jellicorse; Associate Professors Bell, Boyd, Edwards, Fragola, Frierson, McMullen, Paludan, Wren; Assistant Professors Barr, Gulley, Wolf; Lecturers Donaldson, Howieson, Hubbard, Linder, Shackelford, Terres

The Broadcasting/Cinema and Theatre Department offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in radio, television, film and theatre. The Department offers the following undergraduate degree programs:

BA in Drama

BA in Media Studies

BFA in Drama, with concentrations in Acting, Design and Technical Theatre, and Theatre Education (Teacher Licensure)

The degrees, which are accredited by the **National Association of Schools of Theatre,** provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents in radio, television, and film production and performance; acting, directing, design, technical theatre, theatre for youth, and theatre education.

The Department also offers four minors: Media Studies, Radio, Drama, and Technical Theatre. Each minor requires completion of 18 hours of courses. The minors are broadly designed and include a variety of course selections and should be of interest to students with general interests in these areas who are majoring in complimentary fields such as Communication, English, Art and Dance.

The Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in radio, film, and video production as well as local media internships; and the extensive Theatre production program which includes UNCG Theatre, Studio Theatre, Workshop Theatre, UNCG Summer Theatre, and the North Carolina Theatre for Young People. Participation in Department sponsored plays and musicals is open to majors and nonmajors alike. Each fall the Department coordinates and hosts the North Carolina Theatre Conference (NCTC), K-12 Division Play Contest. The Department also presents the Carolina Film and Video Festival each spring which is a competitive showcase for both student and professional films and videos from across the nation.

The Department utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Carmichael, McIver, Aycock, and Curry buildings on campus. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the Department's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses

a. Due to enrollment pressures and limitations on space in certain impacted courses, the Department adheres to the following policy governing enrollment in its courses:
   (1) Students may be dropped from impacted courses even though they may have successfully completed the registration process. This process will conform to the priority system established below.
   (2) Students not attending the first day of class may be dropped from the course.
b. Priority for inclusion in a course will be based on the following criteria, in any order deemed appropriate:
   (1) Successful completion of all prerequisite coursework
   (2) Graduate student
   (3) Total number of semester hours earned toward graduation, not including hours currently being attempted
   (4) Overall GPA
c. Only those students who attempted preregistration will be considered for late placement in closed courses.

Post-Baccalaureate Unclassified Students

Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the Department Head and course instructor. Only officially admitted MFA and MEd students can register for 600-level courses.

Drama Major (Bachelor of Arts)

Required: 122 semester hours.

The BA in Drama provides a broadly based approach for students who wish to emphasize theatre as an undergraduate major. A strong core of courses in stagecraft, acting, directing, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and other theatre studies. BA Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates.

BA drama students are required to complete one production assignment each semester during the freshman year and a total of six more during the sophomore, junior, and senior years. BCT 150/450 credit is granted for these assignments (see below).

The BA in Drama major may also include a program for certification in theatre arts as described below.

All Theatre majors are expected to read and abide by the policies published in the Theatre Program student handbooks, available by mail or in Taylor Building, Room 202.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. BCT 122, 123, 201, 251, 460, 580W, 581W, 582W with 4 semester hours of 150 and 4 semester hours of 450 over four years. Junior transfer students must complete a minimum of two semester hours of each, and senior transfer students must complete a minimum of two semester hours of 450.
2. One performance course selected from BCT 113, 252, 252T, 400, 524, 542, 599, DCE 349
3. One Technical Theatre course selected from BCT 365, 375, 376
4. One course selected from BCT 221, 301, 565, 579, 586, 596, 597, 598
5. Nine semester hours from catagories 2 and/or 3 and/or 4 and/or BCT 200, 253, 366, 522, 533

Electives

Electives sufficient to complete the 122 semester hours required for degree.

MINORS

Drama

Required: 18 semester hours

All Drama minors are required to take BCT 201 (3 hours). In addition, at least 15 hours must be taken from the following courses (three courses should be selected at the 200-level or above): BCT 113, 122, 123, 221, 251, 252, 301, 320, 450, 460, 520, 580, 581, 582, 586, 598.

Technical Theatre

Required: 18 semester hours

All Technical Theatre minors are required to take BCT 201 (3 hours) and BCT 122 or 123 (3 hours). In addition, at least 12 hours must be taken from the following courses: BCT 122, 123, 200, 253, 365, 375, 376, 450, 522, 525, 533, 546, 549, 550.

MEDIA STUDIES MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The Media Studies major is designed to produce exemplary liberal arts graduates who can think critically and creatively, who can communicate clearly and effectively in oral and written discourse, who can skillfully and ethically employ contemporary media technology, and who are knowledgeable of the history and theory of film and electronic media. Given the diversity and complexity of moving image media, four concentrations are provided to permit each student to tailor his or her curriculum so as to master a specific area of the discipline. Each student must complete a capstone course, indicated in italics in each of the concentration requirements.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Criterion for Progression in the Major

Only grades of "C" or better taken in Media Studies or cognate courses substituted in the major will count toward completion of a major.

Major Requirements

Minimum 36 hours in Media Studies (all levels).

Students must take the core requirements (24 semester hours) and one of four concentrations (12 semester hours) as listed below to complete the minimum requirements for the Media Studies major.

Core Requirements (24 semester hours)

BCT 170, 171 or 172, 203, *204W, 291, 310, 373, 507

*Course is pending approval as permanent course offering

Concentration Requirements (12 semester hours)

1. Media Processes and Aesthetics

Media processes and Aesthetics is a concentration that provides a broadly based approach to film and electronic media emphasizing functional analysis of moving image art, the role and effects of media in social processes, and the contextual interactions of media and culture. The concentration is recommended especially for students interested in media research, history, and theory; telecommunications policy and law; film and electronic art and criticism; or who plan to undertake post-baccalaureate study. This is the base concentration for students who, with faculty advice and consent, wish to craft their own unique combination of major courses.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCT 171 or 172, 205, 306, 312, 379

Capstone courses: BCT 508, 515, 517, 518, or 526

One of the courses in this concentration may be a cognate course selected from: ART 313, CST 200, ENG 319, SOC 365.

The other cognate courses listed above are recommended as University electives.

2. Moving Image and Sound

Moving Image and Sound is a concentration that introduces students to the fundamentals of the artistic dimensions of film and electronic production. Emphasis is on the creative development of moving images and sound suitable for the content of any specific delivery system.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCT 213, 292, 376, 393, 501, 509, 512

Capstone courses: BCT 510, 519, or 540

One of the courses in this concentration may be a cognate course selected from the following: ART 285 or 442, MUS 350.

The other cognate courses above are recommended as University electives.

3. Electronic Media News and Documentary

Electronic Media News and Documentary is a concentration that introduces students to investigation, analysis, organization, and presentation of nonfiction media, including news, sportscasting, and documentary.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCT 292, 311, 379, 391, 403, 408

Capstone courses: BCT 526 or 588

One of the courses in the concentration may be a cognate course selected from the following: ART 384, CST 309, ENG 219, PSC 305, SOC 328.

The other cognate courses above are recommended as University electives.

4. Media Writing

Media Writing is a concentration that introduces students to conceptualization, research, organization, and execution of scripts for film and electronic media, and is the recommended concentration for students who wish to become directors of film and electronic media productions.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCT 301, 302, 303, 403

Capstone courses: BCT 503, 551, or 552

One of the courses in this concentration may be the following cognate course: ENG 225

In addition, ENG 226 is recommended as a University elective.

Capstone Courses

In each concentration above, there is at least one capstone course designated. A student must select one such course in which he or she:

1) Completes a paper, production, script, or project relevant to the concentration
2) Submits a draft of a graduation resume
3) Has the completed paper, production, script, or project assessed by two faculty members and/or media professionals in addition to the instructor in the capstone course. (The professor in the course makes the arrangements for the additional readers.)

Major Electives

Minimum 6 semester hours recommended.

In addition to the core and concentration requirements, Media Studies majors may take additional courses in the major but are encouraged to limit Media Studies courses to no more than 42 semester hours and to develop a strong minor or second major in either a cognate area of communication (e.g., Art, Communication Studies, English, etc.) or a content area (e.g., History, Psychology, Sociology, etc.).

1) Practicum courses (all require permission of instructor). Practicum registrations are for individual or group work conducted under the supervision of a teaching assistant or a faculty member. Choose from: BCT 140, 141, 333, 390, 399, 440, 441, 585

2) Internship courses (highly recommended): BCT 410, 411

3) Additional courses. Elective courses may be chosen from other courses in the student's concentration (beyond the four required) and from the following, on a space available basis. Courses chosen above to meet the minimum of 36 hours in the Media Studies major do not also count as electives. Choose from: BCT 171 or 172 (if not selected to satisfy the core requirement), 205, 250, 303, 306, 312, 320, 379, 515, 517, 518, 526, 540.

University Electives

Electives sufficient to complete the 122 hours required for the degree.

MINORS

On a space available basis, Media Studies supports the following two minors:

Media Studies

Required: 18 semester hours

a. Required courses (6 hours): BCT 170 and 171or 172

b. Other courses (minimum 12 hours) from those listed below. Students wishing to complete the Media Studies Minor must be officially registered with the Media Studies office for permission to enroll in some of the courses listed: BCT 171 or 172 (if not chosen for the core requirement), 205, 306, 310, 312, 373, 379, 515, 517, 518, 526.

Radio

Required: 18 semester hours

a. Required courses (6 hours): BCT 170 and 172

b. Other courses (minimum 12 hours) from those listed below. Students wishing to complete the Radio Minor must be officially registered with the Media Studies office for permission to enroll in most of the courses listed: BCT 113, 140, 213, 291, 303, 311, 312, 373, 379, 391, 399, 440, 509, 526.

Admission Procedures for the Media Studies Concentrations

a. Admission to the University does not mean automatic admission to the Media Studies Major. Students must make formal application.
b. Application is made at the end of the Fall and Spring semesters or Summer session. Applicants should obtain admission request forms from the Broadcasting/Cinema office in the Carmichael Building.
c. The deadline for filing an application is Reading Day of any semester. Applications received after Reading Day will not be processed until the next semester. The foundation courses (ENG 101, BCT 170, and BCT 171 or 172) must be completed prior to or during the semester at the end of which application will be made.
d. Since admission to the Media Studies Major requires a probationary year at UNCG, **transfer students will usually require a minimum of six semesters at UNCG to complete degree requirements.**

Admission Procedures for the Media Studies Major

a. Minimum overall grade point average of 2.0
b. Completion of ENG 101, BCT 170, and BCT 171 or 172 with no grade lower than "C".

Selection, upon admission, of a Media Studies concentration as listed above.

Students are limited to registration in only one concentration and must receive permission of the Media Studies program coordinator to take courses in another concentration. The Media Processes and Aesthetics concentration provides, however, for approval of a curriculum based on student choices from all Media Studies courses.

Criteria for Continuing in the Media Studies Major

a. Initial admission to the Media Studies major does not guarantee the student the right to complete the degree program.
b. Continuation in the Media Studies major is contingent upon the following requirements:
   (1) Maintenance of the current minimum overall GPA (currently 2.0). Students with GPAs below 2.0 may be granted up to two semesters of probationary status (sequentially or in separate semesters), after which they shall be removed from the major if the GPA remains below 2.0.
   (2) Demonstration of high quality oral and written communication
   (3) Adherence to all building and equipment policies and procedures
   (4) Professional conduct and treatment of program equipment and prompt payment of any charges assessed for equipment damage
   (5) Compliance with all University regulations including the Academic Honor Code. Plagiarism, submitting the same work to more than one class, falsified attendance records, etc., are grounds for dismissal from the major.

Additional Media Studies Regulations

a. Students shall not be allowed to register for any Media Studies concentration courses without formal registration in the concentration in which the course is a requirement. Exceptions will be made on a space available basis by approval of the course instructor and the Media Studies program coordinator. Students who appear to be following a Media Studies concentration but who have not been formally registered in that concentration may be prohibited from taking additional course work in that concentration.
b. Only courses completed with the grade of "C" or better may count toward fulfilling requirements for the Media Studies major.
c. Only 12 semester hours of practicum or internship course work may count towards the hours reuqired for the Media Stuides major. these courses include: BCT 140, 141, 333, 390, 399, 410, 411, 440, 441, 585.

Drama Major (Bachelor of Fine Arts)

Required: 124-128 semester hours

The BFA Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to perfect it through classroom study combined with practical application in the production program will be continued in the major. Transfer students from programs other than the BFA should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters is required even when study is begun in the junior year. Transfer students who successfully remain in the BFA curriculum must, therefore, spend a minimum of three years in residence at UNCG to complete the BFA degree. There are no exceptions to this requirement.

Students select from three concentrations: the BFA in Acting, the BFA in Design and Technical Theatre, and the BFA in Theatre Education (with teacher licensure). Provisional admission is granted to the BFA Acting Concentration students for their first year in the program. Retention beyond the first year in the BFA in Acting is based upon application, audition, and selection in the spring semester of the provisional year. Provisional admission is granted to BFA Design and Technical Theatre Concentration students for the first year in the program. Retention beyond the first year in the BFA in Design and Technical Theatre is based upon application, review of project work, and selection in the spring semester of the provisional year. Provisional admission is granted to the BFA in Theatre Education for the first three semesters after receiving passing scores on the PRAXIS I (Pre-Professional Skills Test). Admission to the BFA in Theatre Education Concentration requires a 2.7 GPA. Admission procedures are specifically outlined in the Department's "Theatre Education Handbook" that can be obtained in the Theatre Office, Taylor Building, Room 202. For students in the BFA concentrations, the total development of each student is continually under evaluation and is formally examined by the theatre faculty at least once each year. Continuance in the program depends upon the student's attitude, discipline, and achievement.

As part of developing the appropriate professional understanding, BFA Acting students must complete one production assignment each semester in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Four of the BFA Acting students' production assignments must be in technical-related activities. BFA Design and Technical Theatre students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years. BFA in Theatre Education students must complete a minimum of two production assignments in their program. Students are required to do 70 hours of field experience in schools prior to doing student teaching. BFA transfer students in Acting and Design and Technical Theatre are required to complete one production assignment each semester in the program. BCT 150 and BCT 450 credit is earned for these production assignments as noted in the outline of requirements stated below.

BFA Acting and Design and Technical Theatre majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre faculty. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

All Theatre majors are expected to read and abide by the policies published in the student handbooks, available by mail or in Taylor Building, Room 202

FOR THE ACTING AND DESIGN AND TECHNICAL THEATRE CONCENTRATIONS (124 HOURS)

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements.

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and one additional RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the College of Arts and Sciences Liberal Education Requirements (CLER). See p. 49 for additional information about writing-intensive courses.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

ACTING CONCENTRATION

Major Requirements

1. Acting Studies: BCT 113, 190 repeated for one credit hour each semester for six semesters, 251, 252, 351, 352, 524, 590, 592, 599.
2. Technical Theatre Studies: BCT 122, 123; one course selected from 365, 375, and 376.
3. Other Theatre Studies: BCT 150 repeated for four semester hours, and BCT 450 repeated for four semester hours, BCT 201, 460, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

1. MUS 125 (2 s.h.)
2. DCE 349 and three additional dance courses selected in consultation with advisor.
3. ESS 170
4. ENG 339 or 340

Electives

Electives sufficient to complete the 124 hours required for degree.

DESIGN AND TECHNICAL THEATRE CONCENTRATION

Major Requirements

1. Design and Technical Theatre Studies: BCT 122, 123, BCT 150 repeated for four semester hours, 200, 365, 375, 376, 450 repeated for four semester hours, 477, 583, 584.
   Six courses selected from BCT 253, 366, BCT 522, 523, 525, 533, 534, 535, 536, 543, 544, 545, 546, 547, 549, 550, 565, 579; ART 220, 221.
2. Performance Studies: BCT 251 and 460.
3. Other Theatre Studies: 201, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

ART 120 and 140.

Electives

Electives sufficient to complete the 124 semester hours required for degree.

THEATRE EDUCATION CONCENTRATION (126-128 HOURS)

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements.

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) Required: BCT 320	3
3.	Fine Arts (FA) Required: BCT 582	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW) Required: BCT 586	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and CST 105	6
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and HEA 201	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the College of Arts and Sciences Liberal Education Requirements (CLER). See p. 49 for additional information about writing-intensive requirements.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (54 hrs)

1. Theatre Studies (51 sh): BCT 113, 122, 123, and 150 (taken for 2 sh); 201, 251, 252, 301, *320, 328, 376, 400, 454, 460, 542, 579, 580, 581, *582, 596
2. Technical Theatre/Design (3 sh): one course selected from BCT 200, 365, 375, 522, 533, 546.

* also fulfills AULER credit

Required Professional Education Courses (23 hrs)

1. ELC 381 Institution of Education
2. CUI 390 Issues in Secondary Education
3. CUI 450 Psychological Foundations of Education
4. CUI 470 Reading Education
5. CUI 465F Student Teaching in Theatre Arts

Related Education Requirement (1-3 hrs)

CSC 101 Introduction to Computer Concepts or LIS 120 Introduction to Instructional Technology in a Classroom Setting

Education Elective (3 hrs)

Select one from EDC 135; CUI 527, 543, 555.

Courses may be subsituted by permission.

BROADCASTING/CINEMA AND THEATRE COURSES (BCT)

For Undergraduates

113 Voice for the Actor (3:3). Pr. BCT students only.
The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds.

121 Drama Appreciation (3:3).
Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. *[FA, CFA].*

122 Stage Crafts I (3:3:3).
Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.

123 Stage Crafts II (3:2:3).
Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.

140 Radio Laboratory (1 to 2). Pr. permission of instructor. • ***May be repeated for credit for a maximum of 3 hours.***
Supervised participation in radio broadcasting or program production. (Production Course).

141 Cinevideo Laboratory (1 to 2). Pr. permission of instructor. • ***May be repeated for credit for a maximum of 3 hours.***
Supervised participation in filmmaking and/or presentation. (Production Course).

150 Theatre Practice (1:0:4). • ***May be repeated for credit.***
Departmental workshop. Open to any student interested in participating in any phase of the theatre production programs.

170 Introduction to Media Studies (3:3).
Introduction to the discipline of Media Studies with emphasis on the origins, characteristics, and effects of media. Media change and convergence as they effect media industries and society. (FA,SP)

171 The Development of the Cinema (3:3:3).
Development of motion picture industry. Emphasis on history and major film movements. *[FA, CFA]* (FA,SU)

172 The Development of Broadcasting (3:3).
Emergence, structure, and scope of radio, television, and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society. (SP)

190 Dynamics in Acting (1:0:3). Pr. sophomore BFA/Acting major. • ***May be repeated for credit.***
Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice.

200 Theatre Graphics (3:2:3). Pr. 122.
Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre.

201 Playscript Analysis (3:3). Pr. admission to appropriate degree program or permission of instructor.
Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers.

202 Creative Process in Film and Video (3:3). Pr. 171.
Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video. (FA,SP)

203 Applied Aesthetics for Film and Video (3:3).
Study of the major aesthetic elements in film and video production—light, space, time-motion, and sound. (FA,SP)

204 Experimental Course: Introduction to Media Writing (3:3:3). Pr. ENG 101 or FMS 103, or permission of instructor.
Foundations of media writing, emphasizing similarities and differences in media writing environments. Students develop adaptive competence, able to tailor messages accommodating different characteristics of film and electronic media. (Offered SP98 and FA98)

205 Masterpieces of Cinema (3:2:3).
Analysis of selected, significant motion pictures of the world's cinema, from the silent period to the present. *[FA, CFA]* (FA)

213 Basic Audio Production (3:3). Pr. 291, 310.
Basic production techniques of radio including console operation, equipment use, and tape editing. (Production Course). (Formerly BCT 313)

221 Development of American Musical Theatre (3:3).
Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue, but major emphasis on musical comedy. Illustrated lectures and demonstrations. *[FA, CFA].*

250 Fundamentals of Acting (3:3). • ***For non-majors only.***
Understanding and appreciation of the problems, demands, and disciplines of the actor's art. *[FA, CFA].*

251 Acting I (3:1:4).
Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement.

252 Acting II (3:1:4). Pr. 251.
Application of basic techniques developed in 251 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation which includes units on period style and adaptation of literature for performance.

253 Advanced Make-up (3:2:3). Pr. 123 or permission of instructor.
Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prosthesis, beard and wig make-up for theatre, film and television production.

254 Experimental Course: The Mask in Performance (3:1:3).
A cross-cultural introduction to masks throughout history, their construction, and use in performance. (Offered SP98)

256 Applied Theatre I (1-4:0:3-12). • ***May be repeated for credit.***
Supervised practical experience in various areas of summer theatre production.

291 Introduction to Film/Video Production (3:3:2). Pr. admission to Media Studies major, 170, 171, or 172.
Introduction to basic equipment and facilities used in film and video production.

292 Electronic Field Production (3:3). Pr. 291, 310.
Gathering, writing, editing, rewriting, and producing news and features for broadcasting media. (Production Course). (Formerly BCT 392)

301 Playwriting (3:3).
Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.

302 Writing for the Screen (3:3). Pr. BCT 171 or ENG 330; BCT 202, 203.
Study of techniques of script writing, both adaptations and original material. (Production Course)

303 Broadcast Copywriting (3:3). Pr. admission to Media Studies major or permission of instructor.
Analysis of persuasive radio and television spots and examination of broadcast copywritng techniques with emphasis on development of writing skills for electronic media.

306 Gender and Media Culture (3:3:3). Pr. ENG 101 or FMS 103 or permission of instructor.
Examination of the nature of media contents and production processes as they influence the construction of feminine and masculine identities. *[SB, CSB].* (FA)

310 Media Communication Theory (3:3). Pr. 171 and 172 or permission of instructor.
Media Communication Theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies. (FA,SP,SU)

311 Radio and Television Announcing (3:2:2). Pr. BCT 113, 291, 310, or permission of instructor.
Theory and practice of announcing skills and techniques in radio and television broadcasting. (B/C Production Course).

312 Broadcast Programming (3:3). Pr. 172, 310.
Analysis of principal program genres in radio, television, and cable, with emphasis on notable artistic achievements in major genres. Identification, acquisition, and scheduling of programs.

320 Oral Interpretation (3:3).
Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama. *[BL, CBL]*

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, DCE 323, MUS 323.) *[FA, CFA].*

328 Theatrical Design for Schools K-12 (3:3). Pr. 122 and admission to appropriate degree program or permission of instructor.
Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production.

333 Special Problems (1 to 3). Pr. permission of faculty supervisor is required prior to registration. • *May be repeated for credit.*
Guided individual study in an area of special interest to the student.

350 Workshop Theatre Practice (1:0:3). • *May be repeated for credit.*
Supervised production work in the Workshop Theatre.

351 Acting III (3:1:4). Pr. 251, 252, and permission of acting faculty. • *BFA Acting majors only.*
Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

352 Acting IV (3:1:4). Pr. 351.
Intermediate acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations.

365 Costume Design (3:2:3). Pr. 123 or permission of instructor.
Principles and practice of costume design for performance.

366 Costume Crafts (3:2:3). Pr. 123 or permission of instructor.
Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.

367 Costume and Scenic Property Crafts (3:1:3). Pr. 122 and 123.
An introduction to craft materials for costume and stage properties. Craft materials will include industrial felts, leather, flexible and rigid foams, thermoplastics, paper products, adhesives, fabric paints and fabric dyes. (Alt Years)

373 The Development of Digital Media (3:3:3). Pr. 170 and either 171 or 172; or permission of instructor for nonmajors.
Introduction to the development, future, and utilization of digital media. (FA)

375 Scene Design (3:2:3). Pr. 122 or permission of instructor.
Principles and practice of scene design for performance.

376 Lighting Design (3:2:3). Pr. 122 or 291 or permission of instructor.
Principles and practice of lighting design for theatre, television and film.

379 New Analysis (3:3).
Analysis of news theory and presentation as practiced in cinema, radio, television, and multimedia. Study of historical trends and significant cases from the early actuality film through digital news imaging. *[AE, CAE].* (SP)

380 News and Documentary in Broadcasting and Cinema (3:3:2). Pr. 171, 172, 310 or permission of instructor.
Development of news and documentary in radio, television, and film. Examination of significant programs and films and their influences on media trends and society. (SP)

390 Television Laboratory (1 to 2). Pr. 203, 291, 310 and permission of instructor. • *May be repeated for credit for a maximum of 3 hours.*
Supervised participation in television broadcasting or video production. (Production Course).

391 Broadcast Newswriting (3:3). Pr. 310.
Writing and planning newscasts for broadcast media. (Production Course) (FA)

393 Introduction to Single Camera Cinematography (3:3). Pr. 203, 291, 310.
Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment. (Production Course).

396 Creative Drama for the Classroom Teacher (2:2:1). Pr. elementary education majors with sophomore standing, or permission of instructor. • *Not open to theatre majors.*
Elementary school creative drama and its place in the curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation.

399 Radio-TV-Film Production Workshop (3:0:9). Pr. 203, 291, 310. Permission of faculty supervisor required prior to registration. • *May be repeated for credit.*
Guided practice in creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing. (Production Course)

400 Performance Styles (2:0:3). Pr. 251, 252 or permission of instructor.
Introduction to acting styles including Greek, Commedia dell 'Arte, Elizabethan, Comedy of Manners, and Musical Theatre. (FA,SP,SU)

403 Writing the Nonfiction Program (3:2:3). Pr. 310.
Research, design and writing of nonfiction programs such as documentary, magazine, instructional, and educational programs. Emphasis given to the development and application of writing skills. Involves a weekly production laboratory. (Production Course) (SP)

408 Sportscasting (3:3). Pr. 310, 311 and admission to the Media Studies Major.
Development of announcing skills required for sports broadcasting, including play by play. Includes legal aspects of sportscasting. (Production Course). (Alt FA)

410 Broadcasting Internship (1 to 6). Pr. admission to the Media Studies Major, 291, 310 and one additional production course 300-level or above, and approval by Director of Internship. • *May be repeated for credit for total of 6 semester hours in 410 and/or 411.*
Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Production Course).

411 Cinema Internship (1 to 6). Pr. admission to the Media Studies Major, 291, 310 and one additional production course 300-level or above, and approval by Director of Internship. • ***May be repeated for for credit for total of 6 semester hours in 410 and/or 411.***
Field learning experience in local film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Production Course).

440 Advanced Radio Laboratory (1 to 2). Pr. permission of instructor. • ***May be repeated for credit for maximum of 3 hours.***
Supervised participation at an advanced level of radio broadcasting or program production. (Production Course).

441 Advanced Film Laboratory (1 to 2). Pr. 203, 291, 310. • ***May be repeated for credit for maximum of 3 hours.***
Supervised participation at an advanced level of filmmaking and presentation. (Production Course).

450 Advanced Theatre Practice (1:0:4). Pr. 4 credit hours of 150 and junior standing. • ***May be repeated for credit.***
Supervised participation at an advanced level in any phase of the theatre production program.

454 Teaching Methods in Theatre Arts (3:3:4).
Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular theatre activities. Includes internship in public schools as lab. Required for Theatre Education teacher licensure. (FA)

460 Directing I (3:3). Pr. 201, junior standing, and admission to appropriate degree program, or permission of instructor.
Fundamental principles of directing for the theatre including adapting literature for performance. (Formerly BCT 541)

477 Design and Technical Theatre Practicum (1-2:0:3-6). Pr. junior standing, admission to the BFA Design and Technical Theatre program. • ***May be repeated for credit.***
Practice in design or technical production for performance.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

501 Cinevideo Editing (3:3). Pr. 292 or 393 and admission to appropriate degree program.
Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including the operation of control track editors. (Production course)

503 Advanced Media Writing (3:3). Pr. 203 or 303 or permission of instructor.
Practice in television script writing with emphasis given to development of concepts and proposals for episodic television. Practice in analyzing and writing for existing television series and/or development of new programs. (Production course)

507 Media Law and Ethics (3:3). Pr. 310, admission to appropriate degree program, graduate standing or permission of instructor.
Study of media law and questions of ethics as they apply to broadcasting and motion pictures.

508 Media Organization and Management (3:3). Pr. graduate standing or 172 and 310 or permission of instructor.
Principles and practices of the organization and management of electronic media.

509 Media Sound Production (3:3). Pr. 203, 291, 310, and admission to appropriate degree program or permission of instructor.
History, aesthetics, and techniques of sound production in media. (Production Course).

510 Intermediate Cinevideography (3:3). Pr. 310, 392 or 393 and admission to appropriate degree program, or permission orf instructor.
Further study of the use of the camera to communicate visual ideas. Development of skills using 16mm cinematography. (Production Course).

512 TV and Film Lighting (3:2:3). Pr. 376 and admission to appropriate degree program, or permission of instructor.
Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects. (Production Course).

515 Film Theory (3:3). Pr. 171 or ENG 330, 310 or graduate standing or permission of instructor.
Study of the principal theories of film through the writings of critics, theorists, and directors.

517 The Auteur Director (3:2:3). Pr. 171, or permission of instructor. • ***May be repeated for credit.***
Works of an individual film director. Subject differs from offering to offering.

518 Studies in Media Genres (3:2:3). Pr. 171, 172, or permission of instructor. • ***May be repeated for credit.***
Technical, dramatic, social, and rhetorical dimensions of a media genre. Subject differs from offering to offering.

519 Animation Production (3:3). Pr. 393 and admission to appropriate degree program or permission of instructor.
Study and practice of techniques of animation. (Production Course).

520 Advanced Oral Interpretation (3:3). Pr. 320 or graduate standing.
Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature. (Formerly CST 520)

522 Advanced Stagecrafts (3:2:3). Pr. 122 and admission to appropriate degree program or permission of instructor.
Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.

523 Technical Direction (3:3). Pr. 122 and 375 or 376, and junior, senior, or graduate standing, and admission to appropriate degree program or permission of instructor.
Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.

524 Professional Theatre Audition Techniques (3:3). Pr. 251, 252, 351, 352, and admission to appropriate degree program or permission of instructor.
Audition theory, techniques, and practice for theatre, television, and films.

525 Computer Assisted Drafting (3:1:6). Pr. 535, or HID 111 and HID 112, or ART 222 or equivalent technical drawing aptitude and admission to appropriate degree program.
Fundamental principles and application of 3-D design utilizing a DOS based drafting and design program.

526 Actuality Genres (3:2:3). Pr. 170, 171 or 172, 273, and 310; or graduate standing; or permission of instructor for nonmajors.
History and theory of reality-based genres in cinema, radio, television, and multimedia. Study of trends and significant works from the early actuality film through postmodern news docudramas. (SP)

533 Scene Painting I (3:1:4). Pr. 122 and 375, and admission to appropriate degree program or permission of instructor.
Tools, materials, and techniques of scene painting.

534 Scene Painting II (3:1:4). Pr. 122, 375 and 533, and admission to appropriate degree program or permission of instructor.
Advanced problems in scene painting.

535 Scene Drafting and Construction (3:3). Pr. 375 and admission to appropriate degree program or permission of instructor.
Advanced problems in scene construction combined with the development of scene drafting skills and techniques. (ALT years)

536 Stage Management (1-2). Pr. 122 and 541, or permission of instructor. • *May be repeated for a total of three credits.*
The role of the stage manager. Supervised participation as a stage manager in the theatre production program.

540 Directing for Television (3:2:3). Pr. 203, 291, 310 and admission to appropriate degree program or permission of instructor.
Fundamental principles of directing for television. Laboratory directing experience. (Production Course).

542 Directing Practicum (1:0:3). Pr. 541 and admission to appropriate degree program or permission of instructor.
Practice in directing the play; preparations of a 20- to 30-minute play or excerpt, and presentation in the Workshop Theatre. Required of BA and BFA Theatre Arts candidates in the semester following enrollment in 541.

543 Advanced Costume Design (3:2:3). Pr. admission to appropriate degree program or permission of instructor.
Advanced problems in costume design for performance.

544 Advanced Scene Design (3:1:6). Pr. 375 and admission to appropriate degree program or permission of instructor.
Advanced problems in scene design for single set productions in performance.

545 Advanced Lighting Design (3:2:3). Pr. 376 and admission to appropriate degree program or permission of instructor.
Advanced problems in lighting design for performance.

546 Theatrical Sound Design and Technology (3:3). Pr. 122 or 123 or permission of instructor and admission to appropriate degree program.
An introduction to the theory, aesthetics, and technology of theatrical sound design.

547 Multi-Set Design Techniques (3:1:6). Pr. 375 and admission to appropriate degree program or permission of instructor.
Advanced problems in scene design for multi-set productions in performance.

549 Historical Costume Drafting and Draping (3:1:6). Pr. admission to appropriate degree program or permission of instructor.
Theory and practice in costume construction; basic pattern-making techniques for stage costumes.

550 Stage Millinery and Accessories (3:1:4). Pr. admission to appropriate degree program or permission of instructor.
Historical millinery and accessories in relation to stage adaptation; design and construction techniques.

551 Writing the Feature Film I (3:3). Pr. 202, 203, 302 and admission to appropriate degree program or permission of instructor.
Advanced study of screenwriting with emphasis on writing of original full-length material. (Production Course). (SP)

552 Writing the Feature Film II (3:3). Pr. 551.
A writing workshop in which students complete the first draft and a polish of a feature-length screenplay. (Production Course). (FA)

560 Directing II (3:3). Pr. two theatre courses and BCT 201 and 460, or permission of instructor.
An intermediate directing course that involves the student in the theory and practice of contemporary plays. (SP)

565 Broadcasting/Cinema and Theatre Field Studies (1-3:3). • ***May be repeated for up to 4 credit hours.***
Guided off-campus study in the Broadcasting/Cinema and Theatre disciplines. Travel required. Site and topic will vary from semester to semester.

579 Theatre Management (3:3). Pr. drama major, and admission to appropriate degree program or permission of instructor.
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

580, 581, 582 Theatre History I, II, III (3:3), (3:3), (3:3).
Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600-1850; third semester: 1850 to the present. *[FA, CFA - COM 582 only]*

583, 584 Period Styles in Performance Design I, II (3:3), (3:3). Pr. admission to appropriate degree program or permission of instructor.
Study of period style and how it is used in performance design. First semester: architecture, decor and fashion from antiquity to Renaissance. Second semester: architecture, decor and fashion from Renaissance to present.

585 Advanced Radio-TV-Film Production (3:2:3). Pr. admission to appropriate degree program and permission of instructor.
Advanced application of principles and techniques of radio, television, or film production. (Production Course).

586 Non-Western Theatre and/or Film. (3:2:3). • ***May be repeated for up to 6 credit hours depending on course content.***
Dramatic literature, theatre, and/or film in India, China, Japan, and Africa. Subject varies with instructor. *[NW, CNW]* (FA,SP,SU)

588 Documentary Production (3:2:3). Pr. 403, 392 or 393, 380 is recommended, and admission to appropriate degree program.
Documentary construction, research, planning and production techniques. Further development of video production skills in supervised laboratory project. (Production Course).

589 Experimental Course: Advanced Lighting II (3:1:3).
Methods and practices of lighting design for non-traditional theatrical events. (Offered SP98).

590 Acting V (3:1:4). Pr. 351 and 352, and admission to appropriate degree program or permission of instructor.
Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists.

592 Period Acting I **(3:1:4). Pr. 251, 252, and ENG 227 and admission to appropriate degree program or permission of instructor.**
Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.

594 Applied Theatre II (1-4:0:3-12). Pr. 256 and admission to appropriate degree program or permission of instructor.
Intensive experience in one or more areas of theatre production.

596 Creative Dramatics for School and Community (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Research and literature for creative dramatics for children, ages five through 14. Practice in leading groups of children in creative dramatics.

597 Puppetry (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.

598 Children's Theatre for School and Community (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Research and literature of children's theatre; methods of producing plays with children in school and community situations.

599 Acting for the Camera (3:2:2). Pr. admission to appropriate degree program or permission of instructor. • ***For advanced undergraduates and graduate students in Theatre.***
Practical experience in camera technique for actors in dramatic film and television production.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Chemistry

221 Petty Building

Michael Farona, Professor and Head of Department
Professors Barborak, Herman, Jezorek, Knight, Miller, Nile; Associate Professors Banks, Walsh; Assistant Professors Galli, Haddy, Johnston, Raner; Laboratory Assistants Burnes, Katsikas

The Department of Chemistry offers programs leading to either the Bachelor of Arts or the Bachelor of Science degrees at the undergraduate level and the Master of Science and Master of Education degrees at the graduate level. The Department of Chemistry is included on the list of schools which have been accredited by the American Chemical Society. Students who follow the program leading to the B. S. degree are certified to the Society upon graduation as having met its rigorous requirements for undergraduate professional training in chemistry.

Students who elect chemistry as a major include those planning to work directly in the chemical industry on completion of the undergraduate degree; those planning to continue their studies at the advanced level and then enter either industrial or academic research and teaching; those preparing to teach at the secondary level; those preparing for professional training in medicine and dentistry; and those who will use their training in chemistry as a background to undertake work in related fields such as business, technical sales, and textiles. Many of our majors take considerable work in related programs, which include earning a minor, or in some cases a double major, in areas such as biology, economics, mathematics, physics, or textiles.

One of the features of our undergraduate program which we particularly emphasize is the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level. We encourage undergraduate chemistry majors, particularly those planning to enter teaching as a career, to work as teaching assistants in our lower level laboratory courses. This provides valuable training as well as financial assistance.

Chemistry Major (Bachelor of Arts)

Required: 122 semester hours

The Chemistry Major (BA), while less specialized than the BS program, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, or various vocations within the chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the BS. While this program allows a more flexible arrangement of schedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses is taken with regard to the prerequisites.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 461 or 506
2. Two courses from among CHE 442, 531, 556, and 581

Only chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292
2. PHY 211, 212 and 251, 252 labs, or 291, 292, and 251, 252 labs

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. CST 105 is recommended as a CRD requirement. Additional chemistry courses above the 100 level may be taken.

Chemistry Major (Bachelor of Science)

Required: 122 semester hours

The Chemistry Major (BS) differs from the BA in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 442, 461, 462, 463, 464, 531, 533, 581

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292, 293
2. PHY 291, 292 and 251, 252 labs
3. At least two courses selected from: CHE 491, 492, 493 (minimum of 2 credit hours total for any combination of the previous three courses count as one course), 536, 553, 555, 556, 557, 570; BIO 355, 392, 422, 477, 479, 506, 538, 594; CSC 230, 322, 330, 339, 523, 524; MAT 310, 311, 340, 345, 390, 394, 395; PHY 321, 323, 325, 327, 512, 513, 521, 525

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses above the 100 level may be taken.

B.S. IN CHEMISTRY WITH CONCENTRATION IN BIOCHEMISTRY

The Concentration in Biochemistry offers students the option to specialize in biochemistry within the curriculum leading to the B.S. in Chemistry. This concentration is designed to prepare students for graduate training in biochemistry, medicine and related professions, or for employment in biochemistry or biotechnology related industries. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students in this program must meet the College of Arts and Sciences All-University Liberal Education Requirements (CLER). See description under Chemistry Major (Bachelor of Science).

Major Requirements

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 461, 462, 463, 531, 533, 556, 557, 558

Only Chemistry courses in which grades of C- or better are earned will be counted toward the Concentration.

Related Area Requirements

1. Advanced biochemistry: 3-4 credits from CHE 491, CHE 492 or BIO 594
2. BIO 111, 112, 392
3. MAT 191, 292
4. PHY 291, 292 and 251, 252 labs

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. One additional advanced biology course (e.g. BIO 355 or 481) is strongly recommended.

CHEMISTRY MINOR

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 semester hours may be applied from introductory level courses (CHE 103, 104, 106, 110, 111, 112, 114, and 115.)

TEACHER LICENSURE

Additional requirements for teacher licensure, beyond the Chemistry Major (BA), are listed in Part 7. In addition, students must take 6-8 credits in biology and/or earth science chosen from the following:

1. BIO 111, 112
2. GEO 103 and one or more of GEO 111, 205, 311, 314. CHE 252 is also recommended.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BS IN CHEMISTRY AND MS IN CHEMISTRY

The accelerated program in Chemistry provides the opportunity for a student with strong preparation in chemistry to complete a BS in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BS in Chemistry/MS in Chemistry

A. College Liberal Arts Component (61 hours max)	Hrs	Redc Hrs
See additional CLER area requirements and available AP credit on p. 49.	35-48	
Special CLER area requirement for this program:		
Mathematics (MT)— *required: MAT 191 (see C below)*	3	-3
Natural Science (NS)— *required for the CPS component: CHE 114, PHY 291 & 251 (see C below)*	9-10	-7
Maximum hours	48-61	
Total Hours (reduced)	**38-51**	**(-10)**
B. Chemistry Major (BS) Requirements (42 hours)		
1. CHE 111, 112, 114 (meets part of CLER NS/CPS requirement), 115	8	
2. CHE 242, 331, 333, 351, 352, 354, 372, 442, 461, 462, 463, 464	27	
4. CHE 401, 402	1	
5. CHE 531, 533, 581	6	
Total hours	**42**	

C.	**Related Requirements (22 hours)**	
1.	MAT 191 (meets CLER MAT requirement), 292, 293	9
2.	PHY 291 (meets part of CLER NS/CPS requirement), 292, 251, 252	8
3.	Science electives	6-8
	Total hours	**23-25**
	Total Undergraduate Requirements (max)	**118**
D.	**Other Undergraduate Electives**	**4**
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**
E.	**Related Requirements for MS in Chemistry (30 hours)**	
	Senior Year (6 hours)	
	CHE 553, 601 (Fall)	3
	CHE 602, 632 (Spring)	4
	Summer (3 hours)	
	Approved BIO or CHE elective	3
	Graduate or 5th Year (19 hours)	
	CHE 641, 661, approved BIO or CHE elective	9
	CHE 680, 699	6-12
TOTAL MS SEMESTER HOURS		**30**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN CHEMISTRY AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Chemistry/Business Administration provides the opportunity for a student to complete a BA in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Chemistry/MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
See additional CLER area requirements and available AP credit on p. 49.		35-48	
Special CLER area requirement for this program:			
Mathematics (MT)— *required: MAT 191 (see C below)*		3	-3
Natural Science (NS)— *required for the CPS component: CHE 111, PHY 211, 251 (see B & C below)*		9-10	-7
Social and Behavioral Sciences (SB)— *required ECO 201 (See D below) and two other SB courses*		9	-3
	Maximum hours	**48-61**	
	Total Hours (reduced)	**48**	**(-13)**
B.	**Chemistry Major (BA) Requirements (32-33 hours)**		
1.	General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2.	Inorganic Chemistry: CHE 242	2	
3.	Quantitative Analysis: CHE 331, 333	4	
4.	Organic Chemistry: CHE 351, 352, 354	8	
5.	Seminar: CHE 401, 402	1	
6.	Physical Chemistry: CHE 461 or 506	4	
7.	Two courses from: CHE 442, 531, 556, 581	5-6	
	Total hours	**32-33**	
C.	**Related Requirements (14 hours)**		
1.	Calculus: MAT 191 (meets CLER MAT requirement), 292	6	
2.	Physics: PHY 211 (also meets part of CLER NS/CPS requirement), 212, or 291, 292, and 251, 252	8	
	Total hours	**14**	
D.	**MBA Prerequisites (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	
	Total Undergraduate Requirements	**112-113**	
D.	**Other Undergraduate Electives**	**9-10**	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604	3.0	
	MBA 605, 606, 607	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (7.5 hours)		
	Remaining required and elective courses	7.5	
TOTAL MBA SEMESTER HOURS		**43.5**	

CHEMISTRY COURSES (CHE)

For Undergraduates

103 General Descriptive Chemistry I (3:3). • *Not open to students who have already taken 111.* Coreq. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later.
Introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are states of matter, atomic and molecular structure, nuclear chemistry, stoichiometry, and solutions. *[NS, CPS].* (FA)

104 General Descriptive Chemistry II (3:3). Coreq. CHE 110 must be taken concurrently unless taken with CHE 103.
Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. Pr. 103 or permission of instructor. *[NS, CPS].* (SP)

106 Introductory Chemistry (3:3). • *For elementary education, business, and liberal arts majors.* • *Not open to students who have already taken 111 or 103.* CHE 110 is recommended.
Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry. *[NS, CPS].* (FA,SP)

110 Introductory Chemistry Laboratory (1:0:3). Coreq. to be taken concurrently with either 103 or 104. Also may accompany 106.
Designed to acquaint non-science majors with basic laboratory practices. *[NS, CPS].* (FA,SP)

111 General Chemistry I (3:3). Pr. one year of high school chemistry. Students who lack high school chemistry should take the sequence 103, 111, 114. All students must take 112 concurrently unless they have previous credit for an equivalent course.
Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter. *[NS, CPS].* (FA,SP)

112 General Chemistry I Laboratory (1:0:3). CHE 111 must be taken concurrently.
Laboratory work to accompany 111. *[NS, CPS].* (FA,SP)

114 General Chemistry II (3:3).. Pr. 111, 112. All students must take 115 concurrently unless they have previous credit for an equivalent course. • ***Designed primarily for science majors and is the prerequisite to upper level courses in chemistry***
Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry. *[NS, CPS].* (FA,SP)

115 General Chemistry II Laboratory (1:0:3). Pr. 112 or equivalent. CHE 114 must be taken concurrently.
Laboratory work to accompany 114. Includes semi-micro qualitative analysis and ionic equilibria experiments. *[NS, CPS].* (FA,SP)

205 Introductory Organic Chemistry (3:3). Pr. 104, 110; or 114, 115. All students must take 206 concurrently unless they have previous credit for an equivalent course. • ***Students cannot receive credit for both 205 and 351.***
A course in organic chemistry designed for students whose programs require only one semester in this area. (FA)

206 Introductory Organic Chemistry Laboratory (1:0:3). Pr. 205 concurrently.
Laboratory work to accompany 205. (FA)

242 Inorganic Chemistry (2:2). Pr. 114, 115.
Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. (FA)

252 Chemistry and the Human Environment (3:3). Pr. 104, 106, or 114 or permission of instructor.
Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products. (SP)

331 Quantitative Analysis (3:3). Pr. 114, 115. All students must take 333 concurrently unless they have previous credit for an equivalent course.
Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Herman, Jezorek, Walsh. (FA)

333 Quantitative Analysis Laboratory (1:0:4). Pr. 331 concurrently.
Laboratory work to accompany 331. Herman, Jezorek, Walsh. (FA)

351 Organic Chemistry I (4:4). Pr. 114, 115.
Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. Banks, Barborak, Johnston, Knight. (FA)

352 Organic Chemistry II (3:3). Pr. 351. All students must take 354 concurrently unless they have previous credit for an equivalent course.
Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy. (SP)

354 Organic Chemistry II Laboratory (1:0:4). Pr. 352 concurrently.
Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. (SP)

372 Introduction to Laboratory Methods (2:2). Pr. 104 or 114, 351 or 205.
An introduction to the practical skills of laboratory work, to include safe handling and disposal of chemicals, laboratory practice and equipment, data handling, chemical literature, and searching for chemical information. (SP).

401 Chemistry Seminar Introduction (0:0). Pr. 372, senior standing.
• ***Students will audit 401 and receive credit for 402.***
Preparation for seminar. Introduction to the selection of seminar topics and seminar presentation techniques. Attendance at weekly seminars required. (FA,SP) (Formerly CHE 501)

402 Chemistry Seminar (1:1). Pr. 401.
• ***Students will audit 401 and receive credit for 402.***
Oral reports and discussion of topics from the current chemistry by students, staff, and guest lecturers. Attendance at weekly seminars is required. (FA,SP) (Formerly CHE 502)

442 Advanced Inorganic Chemistry I (3:3). Pr. 242, 461, or 506 (461 or 506 may be taken concurrently).
Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. (SP)

461 Physical Chemistry I (4:4). Pr. MAT 292 and PHY 292.
Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry. (FA)

462 Physical Chemistry II (3:3). Pr. 461.
Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, statistical thermodynamics, and kinetics. (SP)

463 Physical Chemistry I Laboratory (1:0:4). Pr. 331, 333, 461 (preferably taken concurrently with 462).
Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. (SP)

464 Physical Chemistry II Laboratory (1:0:4). Pr. must be taken concurrently with 462 and 463.
Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. Galli (SP)

491, 492 Independent Study (1 to 3), (1 to 3). Pr. two years of chemistry and permission of department head and instructor under whom student wishes to work. • ***May be repeated for credit.***
Directed program of independent study and research for the qualified student. (FA-491; SP-492)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

506 Introductory Physical Chemistry (4:4). Pr. two semesters of chemistry beyond general chemistry, MAT 292, one year of physics. • ***Credit for an undergraduate degree cannot be received for both 506 and 461.***
Concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. (SP)

531 Instrumental Analysis (3:3). Pr. 331, 333, 352 (may be taken concurrently), PHY 102 or 292.
Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. (SP)

533 Instrumental Analysis Laboratory (1:0:4). Pr. 531 concurrently.
Laboratory work to accompany 531. Herman, Jezorek. (SP)

536 Computers in Chemistry (3:3). Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor.
Introduction to analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors.

553 Advanced Organic Chemistry I (3:3). Pr. 352.
Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. (FA)

555 Organometallic Chemistry (2:2). Pr. CHE 352, 442.
Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry. (SP)

556 Biochemistry I (3:3). Pr. CHE 352, BIO 111-112.
Introductory biochemistry presented from a chemical perspective. Topics include amino acids, proteins and enzymes, carbohydrates, nucleic acids, lipids, membranes, and carbohydrate catabolism. Banks, (FA)

557 Biochemistry II (3:3). Pr. CHE 352, BIO 111-112, CHE 556 or permission of instructor.
Continuation of CHE 556. Enzyme catalytic mechanisms, additional topics in intermediary metabolism, genetic biochemistry, and selected topics in molecular physiology. (SP)

558 Biochemistry Laboratory (1:0:4). Pr. 556 or equivalent, 354, 333 or permission of instructor.
Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules. (SP)

570 Advanced Special Topics in Chemistry (1 to 3). Pr. Permission of instructor.
Studies at an advanced level dealing with specialized areas of chemistry in which there is special expertise among departmental faculty. Areas of offering to be identified as follows: 570a, Analytical; 570b, Biochemistry; 570c, Inorganic; 570d, Organic; 570e, Physical.

581 Synthetic Techniques (2:0:8). Pr. 242, 352, 354, 372.
Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry. Areas covered include high temperature and high pressure reactions, photochemistry, reaction kinetics, inert atmosphere reactions, microtechniques, and the use of modern instrumentation to determine product structure. (FA)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Classical Studies

237 McIver Building

Jeffrey S. Soles, Professor and Head of Department
Associate Professors Parker, Shelmerdine; Assistant Professors Wharton, Williams; Lecturers Danford, Lund, Starks

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin. The following departmental courses also satisfy AULER categories as designated: CCI 201, 202, 211, 212, 220, 230, 323 (Historical Perspectives on Western Culture); CCI 205, 305, 306, 321, 324, 325 (World Literature).

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through CCI 393, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through Study Abroad Programs (see p. 225).

Classical Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Department offers a BA in Classical Studies, with four distinct concentrations in **Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology.** All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The Greek Language and Literature and the **Latin Language and Literature** concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The Classical Civilization and **Classical Archaeology** concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The **Classical Civilization** concentration is an excellent second major, particularly for those interested in any area of primary or secondary school teaching. The **Classical Archaeology** concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students

interested in other areas of archaeology should also consider the Special Program in Liberal Studies in Archaeology (p. 217).

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 hours distributed as follows in one of the four possible concentrations. Students must have at least a 2.0 GPA for courses in the major:

1) **Greek Language and Literature**
   a) 15 hours in Greek language: any course with a GRK prefix except GRK 150
   b) 6 hours in literature in translation to be chosen from CCI 205, 206, 305, 306, 321, 397, 398, 405
   c) 3 hours in Greek archaeology or history to be chosen from CCI 201, 211, 220, 230, 313, 314, 323, 351, 353
2) **Latin Language and Literature**
   a) 15 hours in Latin language above the 100 level: any course with a LAT prefix, except LAT 101 and 102
   b) 6 hours in literature in translation to be chosen from CCI 205, 206, 305, 306, 324, 325, 397, 398, 405, 502
   c) 3 hours in Roman archaeology or history to be chosen from CCI 202, 212, 220, 230, 314, 323, 354, 355, 512
3) **Classical Civilization**
   a) 12 hours in either Greek or Latin (except GRK 150)
   b) 12 hours in civilization from courses in literature in translation, archaeology, and ancient history (to be selected with Department Advisor)
4) **Classical Archaeology**
   a) CCI 211, CCI 212 (6 hours)
   b) 6 hours to be chosen from CCI 312, 313, 314, 512
   c) 9 hours in classical literature in translation or ancient history to be chosen from CCI 201, 202, 205, 206, 220, 230, 305, 306, 321, 323, 324, 325, 351, 353, 354, 355, 397, 398, 405, 502
   d) 3 hours in either Greek or Latin at the intermediate level: GRK 203 or 204 or LAT 203 or 204

Under special circumstances and with the permission of the Department Head, some substitutions for required courses may be allowed.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

CLASSICAL STUDIES AS A SECOND MAJOR

REQUIRED: 24 SEMESTER HOURS.

See the description of major requirements listed above. The **Classical Civilization** concentration is particularly recommended for students in the Teacher Education program who need a second major and are satisfying their language requirement by taking Greek or Latin. Students seeking Middle Grades certification in Language Arts must also take ENG 321, 322.

CLASSICAL STUDIES MINOR

REQUIRED: 15-21 SEMESTER HOURS.

The **Classical Studies Minor** complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study. The minor consists of 15 to 21 hours in courses above the 100 level to be worked out with the department advisor as best suited to each student's academic program.

TEACHER LICENSURE IN LATIN

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is three-fold:

1) to promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2) to make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3) to promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Students seeking teacher licensure in Latin are required to take a minimum of 27 semester hours distributed as follows:

1) 15 hours in Latin above the 100 level.
2) 3 hours in Latin Grammar and Composition (LAT 431)
3) CCI 205, and 3 additional hours in Classical Literature
4) CCI 202

In addition, students must meet additional requirements in General and Professional Education (see "Teacher Education," Part 7). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

Classical Civilization Courses (CCI)

Courses in English Translation;
no knowledge of Greek or Latin required.

For Undergraduates

201 Introduction to Classical Civilization: The Greeks (3:3).
Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society. *[HP, CHP-CPM].*

202 Introduction to Classical Civilization: The Romans (3:3).
Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society. *[HP, CHP-CPM].*

205 Mythology (3:3).
Great myths of the world with emphasis on their literary and artistic representations. Greek and Roman mythologies stressed; Norse and other myths included when possible. Only primary sources read. *[WL, CWL].*

206 Classical Origins of the English Language (3:3).
Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.

211 Introduction to Classical Archaeology (Greece) (3:3).
Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization. *[HP, CHP-CPM].*

212 Introduction to Classical Archaeology (Rome) (3:3).
Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome. *[HP, CHP-CPM].*

220 The Ancient World (3:3).
Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. *[HP, CHP-CPM].* (Same as HIS 220)

230 Women in Antiquity (3:3).
Public and private lives of Greek and Roman women of the Classical Period, focusing on women's political, religious, and domestic roles, their general social status, health and welfare. *[HP, CHP-CPM].*

305 Classical Tragedy (3:3).
Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca. *[WL, CWL].*

306 Classical Comedy (3:3).
Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus. *[WL, CWL].*

312 The Art and Archaeology of Egypt (3:3).
Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.

313 Archaeology of the Aegean (3:3).
Introduction to the Minoans and Mycenaeans. The archaeology of the Aegean Islands, Crete, the coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age.

314 Ancient Cities (3:3).
Introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structures.

321 The Archaic Age (3:3).
Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context. *[WL, CWL].*

323 The World of Alexander the Great. (3:3).
An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context. *[HP, CHP-CPM].*

324 The Age of Cicero (3:3).
Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature. *[WL, CWL].*

325 The Age of Augustus (3:3).
Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor. *[WL, CWL].*

351 History of Greece, 2000-31 B.C. (3:3).
Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as HIS 351.).

353 Athens in the Fifth Century B.C. (3:3).
Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. (Same as HIS 353.)

354 The Roman Republic, 754 B.C.-44 B.C. (3:3).
Study of the social and political forces that led to Rome's conquest of the Mediterranean World and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as HIS 354.)

355 The Roman Empire, 44 B.C-337 A.D. (3:3).
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as HIS 355.)

393, 394 Classical Studies Abroad (3:3), (3:3). Pr. permission of department.
Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs.

397 Comparative Studies in World Epics (3:3).
Major world epics in translation including the following works in whole or in part: Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.

398 Comparative Studies in World Drama (3:3).
Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

401 Archaeological Practicum (1 to 3). • ***May be repeated for credit.***
Participation in the department's archaeological work in Greece and opportunity to learn the field methods of classical archaeology firsthand.

405 Advanced Studies in Mythology (3:3). Pr. CCI 205 or permission of the instructor.
Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term.

450 Internship in Classical Studies (1 to 6). Pr. consent of department head. • ***May be repeated once, for a maximum of 12 hours credit, with the provision that no more than 6 hours may be taken in the same country.***
Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor. • ***May be repeated for credit for up to 6 hours.***
Directed program of reading, research, and individual instruction in Classical Studies.

502 History of Latin Literature (3:3). Pr. Permission of instructor.
A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages.

512 The Archaeology of Roman Daily Life (3:3). Pr. permission of instructor.
Study of Roman daily life and the evidence form archaeology and ancient literature for daily life.

541 Ancient World: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as HIS 541)

GREEK COURSES (GRK)

These courses require the reading of texts in Greek.

For Undergraduates

150 Applied Modern Greek (1:1). Pr. open to all students with instructor's permission. • ***May be repeated for credit up to 4 semester hours.*** • ***Grade: Pass/Not Pass (P/NP).*** • ***Will NOT satisfy foreign language requirement.***
Training in spoken demotic Greek.

201, 202 Elementary Greek (3:3), (3:3). Pr. 201 prerequisite to 202.
Introduction to ancient Greek. Two semester sequence includes essentials of grammar and reading of selections from Xenophon, Plato, New Testament and others. Emphasis on understanding principles of grammar and developing skills for reading Greek. (FA: GRK 201)

203, 204 Intermediate Greek (3:3), (3:3). Pr. a grade of C- or better in GRK 202, or permission of instructor; 203 prerequisite to 204.
Designed to develop proficiency in the reading of ancient Greek and introduce students to Greek literature. Fall semester: Prose (Plato, Lysias, Herodotus, etc.) Spring semester: Poetry (Homer or Greek tragedy). *[CFL].*

303, 304 Greek Drama (3:3), (3:3). Pr. 204, or permission of instructor.
Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

311 The Greek Orators (3:3). Pr. 204, or permission of instructor.
Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.

312, 313 Greek Historical Writers (3:3), (3:3). Pr. 203, 204 previously or taken concurrently.
Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

331 The New Testament (3:3). Pr. 204, or permission of the instructor.
Selections from the New Testament.

341 Homer (3:3). Pr. 204, or permission of instructor.
Selections from *Iliad* and *Odyssey.*

350, 351 Special Topics in Greek Studies (3:3), (3:3). Pr. 203, 204. Student should consult instructor before registering for course.
Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Greek Abroad (3:3), (3:3). Pr. 204 and permission of department.
Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

401 The Greek Epic (3:3). Pr. 204, or permission of instructor.
Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.

403 Greek Lyric Poetry (3:3). Pr. 203, 204 completed or taken concurrently.
Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.

405 Hellenistic Poetry (3:3). Pr. 204, or permission of instructor.
Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.

421 The Greek Philosophers (3:3). Pr. 204, or permission of instructor.
Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.

450 Seminar in Greek Studies (3:3). Pr. 204, or permission of instructor.
Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor. • ***May be repeated for up to 6 hours credit.***
Directed program of reading, research, and individual instruction in Greek language and literature.

550 Topics in Greek Studies (3:3). Pr. permission of instructor. • ***May be repeated once for credit when topic varies.***
Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

LATIN COURSES (LAT)

These courses require the reading of texts in Latin. **Students who have a background in high school Latin must take the Latin placement exam before registering for any Latin courses.**

For Undergraduates

101,102 Elementary Latin (3:3), (3:3). Pr. 101, none; 102, LAT 101 or appropriate score on the Latinplacement exam.
Introduction to Latin. Two semester sequence includes essentials of grammar and selected readings. Emphasis on understanding principles of grammar and developing skills for reading Latin. (FA,SP)

140 Elementary Latin Review (3:3). Pr. permission of instructor.
Accelerated elementary curriculum for students with previous Latin experience or a demonstrable aptitude for second-language acquisition. (FA)

203, 204 Intermediate Latin (3:3), (3:3). Pr. a grade of C- or better in LAT 102, or permission of instructor; 203 prerequisite to 204.
Designed to develop proficiency in the reading of Latin and introduce students to Latin literature. Fall semester: Prose (Caesar, Cicero, etc.). Spring semester: Poetry (selections from Virgil's *Aeneid I-VI*). *[CFL].*

301 Roman Lyric Poetry. (3:3). Pr. 204, or permission of instructor.
Selections from the poetry of Catullus and Horace.

302 Roman Letters and Men of Letters (3:3). Pr. 204, or permission of instructor.
Selections from the letters of Cicero, Pliny, and Seneca.

303 Roman Drama (3:3). Pr. 204, or permission of instructor.
Selections from the tragedies of Seneca and their influence on Renaissance drama.

311 The Roman Orators (3:3). Pr. 204, or permission of instructor.
Selections from the speeches and rhetorical works of Cicero and of other Roman orators.

312 The Roman Historians: The Republic (3:3). Pr. 204, or permission of instructor.
Works of Julius Caesar, Sallust's *Catiline,* and extensive selections from Cicero's letters and orations.

321 Roman Satire (3:3). Pr. 204, or permission of instructor.
Study of the satires of Persius, Horace, and Juvenal; emphasis on Juvenal; influence on the eighteenth century.

350, 351 Special Topics in Latin Literature (3:3), (3:3). Pr. 203, 204. Student should consult instructor before registering for course.
Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Latin Abroad (3:3), (3:3). Pr. 204 and permission of department.
Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

400 Intensive Reading of Latin (3:3). Pr. permission of the instructor.
Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

401 Virgil (3:3). Pr. 204, or permission of instructor.
Virgil's *Aeneid VII-XII;* reading from the *Eclogues* and *Georgics.*

405 Poetry in the Age of Augustus (3:3). Pr. 204, or permission of instructor.
Survey of Latin literature from 40 B.C. to 14 A.D.; selections from Virgil, Horace, the elegiac poets, and Ovid.

412 The Roman Historians: The Empire (3:3). Pr. 204, or permission of instructor.
Selections from works of Livy and Tacitus.

421 Roman Philosophical Writings (3:3). Pr. 204, or permission of instructor.
Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca.

431 Latin Grammar and Composition (3:3). Pr. 204, or permission of instructor.
Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for "A" certification in Latin.

450 Seminar in Latin Studies (3:3). Pr. 204, or permission of instructor.
Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor. • ***May be repeated for up to 6 hours credit.***
Directed program of readings, research, and individual instruction in Latin language.

550 Topics in Latin Studies (3:3). • ***May be repeated once for credit when topic varies.***
Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

571 Medieval and Renaissance Latin (3:3). Pr. permission of the instructor.
Selections from Medieval and Renaissance prose and poetry.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF COMMUNICATION

102 FERGUSON BUILDING

H. L. Goodall, Jr., Professor and Head of Department
Professor Smith; Associate Professor Natalle; Assistant Professors Dunlap, Kellett, Reeder; Lecturers Ferguson, Matthews

The Department of Communication offers coursework in interpersonal, organizational, and public communication. Our program helps students to become more effective communicators as well as facilitators of effective communication in others. The Department offers the BA in Communication Studies as well as an undergraduate minor. The MA and MEd degrees are also offered by the department. For details on graduate programs, see The Graduate School Bulletin.

The mission of the Department of Communication is "to teach students the study of strategic and ethical uses of communication to build relationships and communities." The undergraduate curriculum is based solidly in our core values: (1) we teach *strategies* for communication effectiveness if all contexts of application; (2) we teach *ethics* as a way of informing choices about strategies as well as a ways of improving our ability to intelligently consume and interpret public messages; (3) we teach ways and means of understanding and improving personal, professional, and mediated *relationships,* and (4) we teach ways and means of understanding and contributing productively to the evolution and changes in our personal, professional, and mediated *communities.*

The Department of Communicaiton offers an additive approach to curricular design so that courses at the lower levels (e.g. 100 and 200 levels) lead into courses at the upper levels in an effort to reinforce and extend our core values through the four-year plan of study. Courses are also designed to make productive use of differing learning styles among students: theoretical and applied, textual and experiential, topical and case studies, coursework and internships, individual and group/team based performances. The capstone experience in each student's program of study is an individualized, semester-long, community-based research project that culminates in public presentation and evaluation. Throughout the program, each student will work with her or his advisor to develop a professional portfolio of materials and accomplishments.

The Department of Communication provides opportunities to study interpersonal, organizational, and public communication. These areas encompass rhetorical and communication theory, public persuasion and argument, group communication, political communication, political communication, and public relations. Communication courses contribute to a liberal education by teaching creative thinking and problem-solving, critical reasoning, and effective oral, written, and mediated communication. The faculty strongly believes in the interdisciplinary nature of communication and this curriculum encourages elective hours to be taken in allied disciplines such as Anthropology; Broadcasting, Cinema, and Theatre; Business; English; Political Science; Philosophy; Psychology; Sociology; and Women's Studies. Additionally, the Department of Communication participates in the College of Arts and Sciences' Honors Program and regularly offers Freshman Seminars. Opportunities exist for Study Abroad (see p. 225) including exchanges in Europe. Communication Studies majors with a 3.0 GPA may go abroad the spring semester of the Junior year to participate in the Intercultural Studies Program at Vaxjo University in Vaxjo, Sweden. The program (taught in English) requires coursework in sociocultural theory, intercultural interactions, cultural analysis, and field work with optional study in basic Swedish.

The undergraduate program in Communication Studies is designed to serve as a solid foundation for a variety of professional and entrepreneurial careers; it also provides preparatory work for graduate study in communication, as well as in related fields such as law, business, media studies, and the ministry. Faculty and students in the Department of Communication are actively involved in research and consulting activities for community, state, regional, national, and international organizations and agencies.

CRITERION FOR PROGRESSION IN THE MAJOR

Only grades of "C-" or better taken in Communication courses will count toward completion of a major in the Department.

COMMUNICATION STUDIES MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The Bachelor of Arts major in Communication Studies consists of:

1. The College of Arts and Sciences Liberal Education Requirements (CLER), 54-55 hours

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

2. Major Requirements (42 hours)

33 hours to include CST 105 or 111 or 341, 200, 205, 207, 210, 211, 299, 350, 399, 460 and 499; plus 9 additional hours of CST electives at the 300 level or above

3. Electives

Electives sufficient to complete the 122 semester hours required for degree.

HONORS IN COMMUNICATION STUDIES

Requirements

Nine semester hours to consist of:

- 3 hours of CST 493 (Honors Work)
- 3 hours of HSS 490 (Senior Thesis or Project) directed or co-directed by a member of the Department of Art
- Additional 3 hours of any CST Honors course

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Communication Studies Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Communication Studies" will be printed on the student's official transcript.

COMMUNICATION STUDIES MINOR

REQUIRED: 18 SEMESTER HOURS

A minor in Communication Studies consists of CST 200, and at least 15 semester hours of additional courses in the Communication Studies Program.

COMMUNICATION STUDIES COURSES (CST)

For Undergraduates

105 Introduction to Communication Studies (3:3).
Introduction to the principles and skills for effective communication in the contexts of public speaking, interpersonal communication, and small group/team communication. Videotaping used to enhance personal growth. *[RD, CRD]* (FA,SP,SU)

111 Argumentation and Debate (3:3).
Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. *[RD, CRD]* (FA)

114 The Narrative Self (3:3).
Theory and practice of voice and diction improvement with special emphasis on the telling of one's life story. (B/C Production Course) (FA,SP,SU)

200 Communication and Society (3:3).
Introduction to the study of human communication, emphasizing uses of communication to build relationships and communities. Application of theories of communication to interpersonal, organizational, communal, political, and mass contexts. *[SB, CSB]* (FA,SU)

205 Persuasion in Western Culture (3:3).
Significant theories in persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion. *[HP, CHP-CMO]* (FA,SP)

207 Relational Communication (3:3).
Contemporary theory and practice of relational communication, with emphasis on increasing awareness of strategic and ethical uses of communication to build relationships. (FA,SP,SU)

210 Communication Ethics (3:3).
Provides students with an opportunity to think critically about ethical and moral dimensions of current practices in interpersonal, institutional, and public communication. (FA,SP)

211 Strategic Communication (3:3).
An introduction to the skillful, purposeful, and self-aware management of communication choices in personal relationships, teams, organizations, communal, and mass mediated forms of human communication. (FA,SP)

299 Communication Theory (3:3). Pr. 200
Critical analysis and evaluation of scientific, rhetorical, and critical theories of communication. Emphasis on how theory assists us to understand, predict, and transform society. (FA,SP)

308 Strategies in Organizational Communication (3:3).
Survey of organizational communication and public relations theories, practices, and functions, as strategic communication that enable organizations to function both ethically and effectively, to achieve goals within communities. (FA,SP)

309 Political Communication (3:3).
Study of the development, maintenance, and deterioration of political communities. Emphasis on conflicting needs, symbols, reasons and preferences in speeches, campaign activities, and the mass media. (FA)

341 Business and Professional Communication (3:3).
Foundation for achieving goals through communication in business and professional settings. Emphasis on oral competency within variety of contexts: public, interpersonal, interviewing, teams. Videotaping used for presentation improvement. *[RD, CRD]* (FA,SP,SU)

342 Communication and Public Relations (3:3). Pr. 308.
Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics. (FA)

344 Negotiation and Conflict Management (3:3).
Role and functions of negotiation in conflict management. (FA)

350 Small Group and Team Communication (3:3).
Theory and practice of small group/team communication, emphasizing student participation. Develops skills for leadership in small group/teams. Develops framework for analysis of effective small groups/teams. (FA,SP)

399 Communication Research Methods (3:3). Pr. 200, 205, 207, 210, 299.
Theoretical examination and practical application of the philosophical, ideological, and processual bases for selecting, using, and evaluating methods of conducting and reporting communication research. (SP)

412 Communication Internship (3 to 6). Pr. 308, senior status, and permission of instructor. • *Open to majors only.* • *May be repeated for maximum of 6 hours credit.*
Field learning experience using public relations and/or organizational communication strategies in agencies and organizations within the larger community. (FA,SP)

460 Cases in Applied Communication (3:3). Pr. permission of instructor
Seminar in applying communication theory and research to actual situations through published cases. (FA,SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

499 Senior Project Seminar (3:3). Pr. 399, senior status, and permission of instructor.
"Capstone experience" for majors. Course explores the themes of strategies, ethics, relationships, and communities, in their academic experience. Course also serves as a method of assessment for majors. (SP)

For Advanced Undergraduates and Graduate Students.

502 Semantics and Semiotics (3:3). Pr. 399 or graduate status or permission of instructor.
Language, meaning, and sign systems as communication process. Emphasis on projects to apply theoretical concepts from general semantics and semiotics to promote understanding of how humans symbolically construct reality. (SU)

505 Speechwriting (3:3). Pr. 399 or graduate status or permission of instructor.
Composition and delivery of advanced informative and persuasive speeches. Methods of speech writing; special attention to manuscript delivery. (SU)

532 Communication and Social Change (3:3). Pr. 399 or graduate status or permission of instructor.
Examination of the influences of freedom of expression, persuasion, strategic protest rhetoric, repression, and social control in the evolution of communities. Topics and emphases vary by semester. (FA)

559 Gender and Communication Theory (3:3). Pr. 399 or graduate status or permission of instructor.
Examination of gender and issues of theory construction in rhetoric and communication science. In-depth analysis of gender in relation to persuasive, linguistic, nonverbal, and interpersonal communication. (SP)

561 Advanced Public Relations (3:3). Pr. 399 or graduate status or permission of instructor.
Advanced instruction in the preparation of public relations tools and classroom examination of public relations case studies. (SP)

562 Organizational Change (3:3). Pr. 399 or graduate status or permission of instructor.
Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences. (SP)

563 Presidential Communication (3:3). Pr. 399 or graduate status or permission of instructor.
Examination of strategic and ethical dimensions of presidential information-gathering, reality-testing, relations with mass media, and public persuasion through analysis of significant decisions and addresses. (SP)

599 Instructional Communication (3:3). Pr. 399 or graduate status or permission of instructor.
Seminar for teaching communication. Designed for graduate teaching assistants, graduates and undergraduates interested in communication training. Pedagogical principles, collaborative problem-solving, micro-teaching with feedback and guidance in preparation of instructional materials. (FA)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of English

132A McIver Building

James E. Evans, Professor and Head of the Department
Professors Baker, Beale, Chappell, Cushman, R. McDonald, Gibson; Associate Professors Brewer, Chiseri-Strater, Ferguson, Griffith, C. Hodgkins, Kelly, Kilcup, Kirby-Smith, Langenfeld, May Lombardi, Parker, Roskelly, Tisdale, S. Yarbrough, Zacharias; Assistant Professors Dischell, Keith, G. McDonald, Myers, Romine, Summers; Instructor Siddiqi; Lecturers Bucknall, Clark, Cline, Dungy, Garren, Greer, H. Hodgkins, Lockwood, Meyers, Miller, Rochelle, Rosenblum, Schurer, Yardley, Young, C. White

The Department of English offers courses in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in composition, writing fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offers the full range of literary and rhetorical studies leading to the MA, MEd, and PhD. The creative writing program offers courses both to undergraduates seeking the BA degree and to graduate students seeking the MFA degree.

English Major (Bachelor of Arts)

Required: 122 semester hours.

The English Major provides a flexible program. Students who major in English participate in increasingly intensified study of language and literature that includes English, American, and foreign literature in translation. Upon graduation, English majors are well qualified to enter nearly all fields that do not require previous technical and professional training.

Although many English majors pursue careers not traditionally associated with English studies, some students will seek licensure to teach, and others will choose to enter graduate school. English has long been recognized as a desirable major for prelaw and premedical studies. It is also beneficial for students who enter such fields as journalism, editing, communications, diplomacy, advertising, and personnel work.

A "Guide for English Majors and Minors" is available upon request from the departmental office. It provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The department offers two major programs leading to the BA degree: "English" and "English — High School Teaching." Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal licensure agreements. A student may declare either major upon matriculation; to change one's major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

The department also offers a 24-hour second major in English that meets the requirement of a second major/concentration for Elementary and Middle Grades Education (School of Education) and certain other University programs in education. Consult with your major advisor or with the Director of Undergraduate Studies in English.

For both major programs, a minimum of 30 hours of English above the 100 level is required. No requirement for the major may be met by a grade lower than C-. The courses must be distributed as follows:

For the degree, BA in English:

1. ENG 211, 212, 251. These courses provide an overview of English and American literature that gives perspective and establishes a basis for choosing courses. Students should take these courses as early as possible, usually during the sophomore and junior years.
2. ENG 303W, Approaches to the Study of Literature.
3. One course in language (ENG 260, 261, 321, 513) or criticism (531, 549, 551) or creative writing (221, 222, 225, 226, 325, 326) or expository writing and journalism (219, 223, 319, 320, 322, 323, 327, 519, 520, 522, 523, 524), or internship (401, 402).
4. Four courses in literature:

   Two 300-500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339, 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567).

   Two 300-500 level courses in literature after 1800 (ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582).

5. One or more courses in English at or above the 200 level.

For the degree, BA in English — Licensure in High School Teaching:

1. English 211, 212, 251.
2. English 303W.
3. English 321.
4. Four courses in literature:

   Two 300-500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339, 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567).

   Two 300-500 level courses in literature after 1800 (ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582).
5. English 322.

Besides completing the above courses in English, candidates for teaching licensure must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of PRAXIS, and course work outside the English Department. For full current information about all requirements see "Teacher Education Programs" in Part 7 and the UNCG Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75, overall and in the major.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Honors in English

Requirements

Nine semester hours to consist of:

3 hours of HSS 490 (Honors Thesis)

3 hours of ENG 494 (Honors Seminar)

3 hours of any English Honors course above the 100 level

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared English Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in English" will be printed on the student's official transcript.

English as a Second Major

Education students majoring in Elementary, Middle Grades, Health, Physical Education, and Deaf Education, who are required to complete another approved major or a concentration in a basic academic discipline, must complete the following requirements (24 semester hours) for a second major in English. Students with all other first majors must complete the requirements described above in "For the degree, BA in English" (30 semester hours).

1. English and American Literature (9 sh)—three courses from the following: ENG 211, 212, 251, 252
2. Language and Writing (6 sh): ENG 223 and 260. Majors in Middle Grades Education must take ENG 321 and 322 instead.
3. Literature before 1800 (3 sh), one course from the following: ENG 332, 336, 337, 338, 339, 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. Literature after 1800 (3 sh), one course from the following: ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. Elective (3 sh), chosen from literature ocurses before or after 1800 (listed above in 3 and 4).

English Minor

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the departmental faculty advisor as early as possible for help in planning a program.

Requirements

1. Any two courses, to be chosen by the student, from among the following: ENG 201, 202, 211, 212, 251, 252.
2. No more than six hours at the 100 level (but see head note, above); and at least six hours at the 300 level or above.

English Courses (ENG)

For Undergraduates

100 Basic Writing (3:3). • *Does not fulfill the University writing requirement.* • *Credit does not apply toward graduation nor count in the student's GPA.*
Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing.

101 English Composition I (3:3). • *Equivalent credit to FMS 103/ RCO 101. Students may not receive credit for both ENG 101 and either FMS 103 or RCO 101.*
Students read and write in varied forms, styles, and lengths. Goals include developing ideas and revising writing, experimenting with aims and approaches in producing writing, and understanding appeals to various audiences. *[RD, CRD].* (FA,SP)

102 English Composition II (3:3). Pr. 101, or FMS 103 or RCO 101. • *Equivalent credit to FMS 111/RCO 102; students may not receive credit for ENG 102 and either FMS 111 or RCO 102.*
Emphasizes developing ideas and supporting varied writing tasks. Goals include effective uses of evidence, control in style and voice, understanding varied forms and perspectives. *[RD, CRD]* (FA,SP)

103 English as a Second/Foreign Language (3:3). • *Restricted to students whose first language is not English.* • *Does not satisfy the University composition requirement.*
Emphasis on the active use of language skills: speaking, listening, reading, writing.

104 Approach to Literature (3:3).
Critical reading and analysis of fiction, poetry and drama with an emphasis on a variety of major themes and their relevance to contemporary life. *[BL, CBL].*

105 Introduction to Narrative (3:3).
Critical reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. *[BL, CBL].* (FA,SP)

106 Introduction to Poetry (3:3).
Critical reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate. *[BL, CBL].* (FA,SP)

107 Introduction to Drama (3:3).
Critical reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. *[BL, CBL].* (FA,SP)

201 European Literary Classics: Ancient to Renaissance (3:3).
Critical reading and analysis of works in translation: Homer, Dante, Cervantes, and others. *[WL, CWL].* (FA,SP)

202 European Literary Classics: Enlightenment to Modern (3:3).
Critical reading and analysis of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. *[WL, CWL].* (FA,SP)

211 Major British Authors: Medieval to Neoclassical (3:3). Pr. sophomore standing or permission of instructor.
Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others. *[BL, CBL].* (FA,SP)

212 Major British Authors: Romantic to Modern (3:3). Pr. sophomore standing or permission of instructor.
Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others. *[BL, CBL].* (FA,SP)

219 Journalism I: Fundamentals of Newswriting (3:3).
Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture. Miller, Yardley. (FA,SP)

221, 222 Writing of Poetry (3:3), (3:3). Pr. satisfaction of BL or CBL requirement.
Introductory workshop in writing poetry for students beyond the freshman year. Dischell (221-FA; 222-SP)

223 Writing of Essays (3:3). Pr. 101 or exemption.
Course in reading and writing the essay, with particular attention to style and voice. *[RD, CRD].* (FA,SP)

225, 226 Writing of Fiction (3:3), (3:3). Pr. satisfaction of BL or CBL requirement.
Introductory workshop in writing fiction for students beyond the freshman year. Clark, Parker, Zacharias. (225-FA; 226-SP)

235 Science Fiction (3:3).
Historical and critical study of science fiction in the twentieth century. Chappell.

236 Genre Fiction (3:3).
Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary. Chappell.

251 Major American Authors: Colonial to Romantic (3:3). Pr. sophomore standing or permission of instructor.
Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Douglass, Poe, Whitman, Dickinson, and others. *[BL, CBL].* (FA,SP)

252 Major American Authors: Realist to Modern (3:3). Pr. sophomore standing or permission of instructor.
Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Dickinson, Twain, Frost, Faulkner, Hemingway, and others. *[BL, CBL].* (FA,SP)

260 Introduction to the English Language (3:3).
Relationship between the English language as a system and individual uses of language. Techniques for describing language, theories about language, and introduction to the structure and history of English. Brewer. (FA)

261 Dialects of American English (3:3).
Consideration of the historical, geographical, and social factors which have influenced the varieties of modern American English, the methodology of dialect study, and the representation of dialects in American literature. Brewer.

303 Approaches to the Study of Literature (3:3).
Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. Griffith, Yarbrough. (FA, SP)

311, 312 Literary Studies Abroad (3:3), (3:3).
Selected literary topics - themes, authors, genres, periods - with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad. (SU)

314 World Literature (3:3). Pr. sophomore standing or higher.
Reading, analysis, and discussion of literary works from cultures throughout the world, with emphasis on cultures other than Europe, England, and Anglo/America. *[WL, CWL].*

315 Literature of Africa and Asia (3:3). Pr. sophomore standing or higher.
Reading, analysis, discussion of significant literary works embodying the values of non-western cultures. Emphasis on identification and appreciation of Third World perspectives. Siddiqi. *[WL, CWL].*

319 Journalism II: Editing the Newspaper (3:3). Pr. 219 or permission of instructor.
Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design and writing editorials. Cline. (FA,SP)

320 Journalism III: Feature Writing and Reviewing (3:3). Pr. 219 or permission of instructor.
Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts.

321 Linguistics for Teachers (3:3).
Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a state requirement for prospective English teachers. Brewer, Myers. (FA,SP)

322 The Teaching of Writing (3:3). Pr. University reasoning and discourse requirements must already have been met. For students seeking licensure in English, it is recommended that 321 be taken first.
Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Chiseri-Strater, Roskelly. (FA,SP)

323 Advanced English Composition (3:3). Pr. completion of Reasoning and Discourse requirement.
Advanced course in persuasive writing with emphasis on audience, presentation, and strategies of inquiry.

324 Practicum: Tutoring Writing (1:1:3). Pr. 321, 322, or permission of instructor. • ***May be repeated twice for a total of 3 semester hours.***
Training and experience in teaching writing in individualized or small-group tutorial sessions in the University Writing Center. Meyers. (FA,SP)

325 Writing - Intermediate: Fiction (3:3). Pr. permission of instructor.
Student fiction discussed in class and individual conferences. Parallel reading and discussion of works by contemporary novelists and short-story writers. Parker, Zacharias. (FA/SP)

326 Writing - Intermediate: Poetry (3:3). Pr. permission of instructor.
Student poetry discussed in class and individual conferences. Parallel reading and discussion of works by contemporary poets. Dischell. (FA/SP)

327 Writing in the Professions (3:3). Pr. University reasoning and discourse requirement must already have been met.
Instruction and practice in the principal types, organizational principles, and styles of writing in a variety of professional settings, including businesses, government agencies, and public service agencies. Summers. (FA,SP)

329 Literature and Film (3:3).
Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

331 Women in Literature (3:3).
Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry. Gibson, Lombardi. *[BL, CBL].* (FA/SP)

332 English Women Writers before 1800 (3:3). Pr. 211.
Study of the literary and social significance of texts written in various genres by English women prior to 1800. Baker.

333 Modern Southern Writers (3:3).
Fiction, poetry, drama of the modern South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Tate, Ransom, O'Connor, Percy and others. Romine. (FA/SP)

336 Introduction to Chaucer (3:3). Pr. for advanced undergraduates.
Chaucer's major poetry examined within the context of medieval cultural traditions. Readings in the early dream visions, Troilus and Criseyde, and selected Canterbury Tales. Attention given to language and pronunciation. Tisdale. (FA/SP)

337 English Literature to 1500 (3:3).
Culture of the Middle Ages. Selected reading in English literature from Beowulf to Malory. Works in Anglo-Saxon and some in Middle English in translation. Baker, Kelly, Tisdale. (FA/SP)

338 The Sixteenth Century 1500-1610 (3:3).
Earlier English Renaissance lyric, romance, prose, and drama; study of humanist backgrounds and contexts; emphasis on development of thought and style. C. Hodgkins, R. McDonald. (FA/SP)

339 Shakespeare: Early Plays and Sonnets (3:3).
A selection of representative plays including Romeo and Juliet, A Midsummer Night's Dream, I Henry IV, Much Ado about Nothing, Henry V, and Hamlet. C. Hodgkins, Kelly, R. McDonald. *[BL, CBL].* (FA,SP)

340 Shakespeare: Later Plays (3:3).
A selection of representative plays, including Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure, and The Tempest. Kelly, R. McDonald. *[BL, CBL].* (FA,SP)

341 Themes in Literature (3:3). • *May be repeated for credit when theme varies.*
Study of a major theme in literature of general interest. Through a variety of sources, mainly literature, but including art, film, history, and music, the class will explore the dimensions and complexities of the theme. *[BL, CBL].* (FA/SP)

342 The Seventeenth Century (3:3).
Main lines of thought and style noted in major writers of the later Renaissance from Donne and Jonson through Milton. Emphasis on lyric and meditative poetry. C. Hodgkins. (FA/SP)

344 Romantic Poetry and Poetics (3:3).
Intensive study of works by Wordsworth, Coleridge, the Shelleys, Keats, and Byron, with attention to development of Romantic movement. Lombardi. (FA/SP)

345 Victorian Literature (3:3).
Major Victorian writings: poems by the Brownings, Tennyson, the Rossettis, and others; prose works by Carlyle, Arnold, Mill, and others. Gibson, Summers. (FA/SP)

346 English Literature from Victorian to Modern (3:3).
Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells. Cushman, Langenfeld. (FA/SP)

349 English Novel from Defoe to Hardy (3:3).
Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, the Brontes, Dickens, and others. Evans. (FA/SP)

350 The Twentieth-Century English Novel (3:3).
Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene. Cushman. (FA/SP)

351 The American Novel through World War I (3:3).
Historical and critical study of Hawthorne, Stowe, Twain, Alcott, Chesnutt, James, Johnson, and others. Griffith, Kilcup. (FA/SP)

352 The Twentieth-Century American Novel (3:3).
Historical and critical study of Wharton, Cather, Fitzgerald, Hemingway, Hurston, Faulkner, Wright, Welty, and others. Romine, Griffith, G. McDonald. (FA,SP)

353 The Contemporary Novel (3:3).
Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others. Parker, Zacharias. (FA/SP)

355 Between World Wars: American Literature 1920-1940 (3:3).
An examination of American culture between World Wars I and II as reflected in the literature from 1920-1940. G. McDonald. (FA/SP)

358 Modern Poetry (3:3).
Poets and schools of poetry, British and American, from 1915 to the present, with emphasis on the great variety of styles and subjects. Chappell, Cushman, Kirby-Smith, G. McDonald. (FA,SP)

360 The Eighteenth Century (3:3).
Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Pope, Swift, Johnson, and others. Evans, Keith. (FA/SP)

361 Experimental Course: British Literature, 1750-1800 (3:3).
Various genres of British literature from 1750 to 1800 in a historical, literary, and cultural context. Gray, Johnson, Sterne, Radcliffe, and others. (Offered SP98)

371 Literary Study of the Bible (3:3).
The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. C. Hodgkins. *[WL, CWL].* (FA/SP)

374 Early African American Writers (3:3).
Critical survey of the traditions, ideas, techniques, and directions of African American writing from its beginnings to the early Harlem Renaissance. Ferguson. (FA/SP)

376 African American Writers after the 1920s (3:3).
Critical survey of the traditions, thought, and directions of African American writing from the late Harlem Renaissance to the present. Ferguson. (FA/SP)

381 English Drama to 1800 (3:3).
Critical, cultural, and historical study of the English drama — excluding Shakespeare — from medieval plays to eighteenth-century comedy: Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others. (FA/SP)

382 Modern British and American Drama (3:3).
Historical and critical survey of British and American drama 1890 to the present: Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and others. Cushman. (FA/SP)

401 Internship in Journalism and Editing (3:0:8). Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCG journalism instructor and permission of Director of Undergraduate Studies in English.
Field experience for senior English majors with a newspaper or magazine publisher. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. (FA,SP,SU)

402 Internship in English Studies (3:0:8). Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of Director of Undergraduate Studies in English.
Field experience for advanced English majors in jobs related to English studies. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. (FA,SP,SU)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

494 Senior Honors Seminar (3:3). Pr. English major with senior standing, and either enrollment in the University Honors Program or a minimum 3.3 overall GPA.
Study of an important topic in Literature, Criticism, Theory, or Rhetoric. (FA)

For Advanced Undergraduates and Graduate Students

Prerequisite for credit in all courses in literature listed below: successful completion of at least six hours of approved courses in English and American literature at the 300-level or above.

510 Old English (3:3).
Language and literature of the Anglo-Saxon period (600-1100 A.D.). Language studied primarily in conjunction with literary texts. Tisdale.

513 History of the English Language (3:3).
Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English. Brewer.

514 English Studies Through Technology (3:3).
Theory and application of computer technology in the study of language, rhetoric and composition, and literature, including related ethical, social, and philosophical issues. Brewer. (FA)

519 Contemporary Publishing (3:3).
Current practices in the publishing industry from manuscript preparation to the printed book or magazine. Langenfeld. (FA)

520 Research Writing (3:3).
Analysis of situations requiring research-based reports; practice in using sources of information; practice in reporting research in appropriate formats.

522 Teaching Composition: Theories and Applications (3:3). Pr. 321 or 660 desirable.
Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Chiseri-Strater, Roskelly.

523 Writing - Advanced: Nonfiction (3:3). Pr. for undergraduates: marked ability in writing, permission of instructor.
Workshop in writing and publishing essay and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting). Chiseri-Strater.

524 Writing - Advanced: Analytical and Technical (3:3). Pr. consent of instructor.
Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing.

525, 526 Writing - Advanced: Fiction (3:3), (3:3). Pr. open only to students in the MFA Writing Program.
Chappell, Parker, Zacharias.

527, 528 Writing - Advanced: Poetry (3:3), (3:3). Pr. open only to students in the MFA Writing Program.
Chappell, Dischell.

529, 530 Writing - Advanced: Plays (3:3). Pr. open only to students in the MFA Writing Program.

531 Feminist Theory and Women Writers (3:3).
Examines gender and creativity, women's place in literary tradition, and connections between art, genre, race, and class. Focuses on contemporary theory and on literary works from one historical period. Gibson.

532 American Romantic Writers (3:3).
Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from Brahmin and Transcendentalist groups. Authors and topics to vary.

533 American Realistic Writers (3:3).
Selected major realistic and naturalistic writers: Twain, James, Howells, Frederic, and authors from the Naturalistic school. Authors and topics to vary. Griffith.

534 The Modern American Novel (3:3).
Major works by Faulkner, Hemingway, Fitzgerald, and others.

536 Chaucer (3:3).
Chaucer's major works, including The Canterbury Tales and Troilus and Criseyde. Baker, Kelly.

537 Middle English Literature (3:3).
Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Tisdale.

539 Major Elizabethan Writers (3:3).
Spenser and one or more authors, such as Sidney, studied in relation to literary, cultural, and political movements. Attention given to continental influences. Kelly.

540 Shakespeare, Eight Plays (3:3).
Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. R. McDonald.

541 Milton (3:3).
Milton's major poems and his most important prose works in their seventeenth-century setting. C. Hodgkins.

542 Metaphysical Poets (3:3).
English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell, and Vaughan. C. Hodgkins.

544 English Romantic Writers (3:3).
Major English Romantic poets, Wordsworth through Keats, with attention also to essays, letters, and novels. Keith, Lombardi.

545 English Victorian Writers (3:3).
Major Victorian writers, Tennyson through the Pre-Raphaelites, with attention also to their essays and letters. Gibson.

548 The Modern Novel (3:3).
Selected novelists with comparison of English and American authors. Cushman.

549 Literary Criticism: The Major Texts (3:3).
Important critical writings from Plato to the present. Yarbrough.

550 Modern English Writers (3:3).
Selected outstanding twentieth-century writers: essayists, novelists, dramatists, and poets. Cushman.

551 Modern Literary Theory (3:3).
Survey of literary theory from the linguistics of Saussure through recent developments in post structuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature.

552 Southern American Writers (3:3).
Principal authors, literary movements related to development and influence of Southern tradition in American literature. Parker, Romine.

553 Topics in English Studies (3:3). • ***May be repeated once for credit when topic varies.***
Studies in selected topics in English or American literature or language.

555 English Renaissance Drama (3:3).
Representative plays with brief readings in medieval drama and emphasis on the Elizabethan and early Stuart periods, exclusive of Shakespeare. Treatment of style, content, and literary history. R. McDonald.

556 English Drama of the Restoration and Eighteenth Century (3:3).
Critical and historical study of comic and serious plays from the period 1660-1800. Evans.

557 Contemporary American and British Poetry (3:3).
Critical and historical study of American and British poetry from World War II to the present. Chappell, Cushman.

558 Twentieth-Century American Poets (3:3).
Critical and historical study of major twentieth-century American poets to World War II. Lombardi.

559 Twentieth-Century British Poets (3:3).
Critical and historical study of twentieth-century British poetry to World War II. Cushman, Kirby-Smith.

561 Eighteenth-Century Writers (3:3).
Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others. Evans.

563 American Poetry from the Beginnings to the Late Nineteenth Century (3:3).
American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Kilcup.

567 The Eighteenth Century English Novel (3:3).
Historical and critical study of such novelists as Defoe, Richardson, Fielding or Burney. Evans.

568 The Nineteenth Century English Novel (3:3).
Historical and critical study of such novelists as Austen, Dickens, Eliot, and Hardy. Langenfeld.

570 The Structure of Verse (3:3).
Verse forms and sound patterns in English and American poetry. Chappell, Kirby-Smith.

571 The Structure of Fiction (3:3). Pr. admission to the MFA Program or permission of instructor.
The elements of prose fiction, with an emphasis on the theory and art of narrative structure. Zacharias.

582 The Modern Drama (3:3).
Drama of late nineteenth century and twentieth century, continental, English, and American.

589 Experimental Course: Pragmatism and Rhetoric (3:3).
Investigation of work of pragmatic thinkers William James and C.S. Peirce with an emphasis on application of pragmatic philosophy to rhetoric, composing, and literacy. (Offered SP98)

590 Literacy, Learning and Fieldwork (4:3:3).
Examines the historical, pedagogical, ideological and theoretical threads of literacy studies, debates and programs. Includes training/tutoring fieldwork in local literacy programs, primarily in the public libraries. Chiseri-Strater.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Geography

129 Graham Building

Gordon Bennett, Professor and Head of Department
Professors Hidore, Rees; Associate Professors Debbage, Lewis, Patton; Assistant Professor Stine; Lecturer/GIS Lab Director Roush; Visiting Assistant Professor Lennartson

The Department of Geography offers a program which has three principal objectives: to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental and social problems at the urban and regional scale; and to promote international understanding through area studies. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to provide practical training in important contemporary areas of concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments of federal and state governments, and in teaching. Job titles include city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analyst, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems, remote sensing, and physical geography with a variety of other specialized locational analysis programs for both instruction and research.

Geography Major (Bachelor of Arts)

Required: 122 semester hours

Concentrations

- Urban Planning
- Earth Science/Environmental Studies

The **Geography Major** requires four courses from a selection of fourteen and requires a minimum of 24 semester hours in geography above the 100-level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning or Earth Science/Environmental Studies.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

A minimum of 24 hours in geography above the 100-level. Only grades of "C-" or higher will count toward completion of the major and concentrations.

Core Courses for Geography Major and Concentrations

1. One geographic techniques course from GEO 321, 322, 323
2. One earth science course: GEO 103
3. One human geography course from GEO 105, 114, 202, 301, 302, 303
4. One regional geography course from GEO 102, 104, 313, 344

URBAN PLANNING CONCENTRATION

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeast, geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, students choosing this concentration are required to take GEO 202, 301 and 105 or 303, plus five courses from the following: GEO 302, 320, 321, 322, 344, 502, 522, 533.

EARTH SCIENCE/ENVIRONMENTAL STUDIES CONCENTRATION

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, required courses for students choosing this concentration are GEO 311, 311L, 314, 314L, and five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 521, 523.

Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department, depending on the interest of the student.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

GEOGRAPHY AS A SECOND MAJOR

A student may obtain a second major in geography along with any other major. The student should take 24 hours, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.

GEOGRAPHY MINOR

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor - 1 physical, 1 human, 1 regional, 1 techniques course; and any other two geography courses.
2. Minor emphasizing Urban Planning - any six courses from: 105, 202, 301, 302, 303, 344, 502, 522, 533.
3. Minor emphasizing Environmental Studies - Any six courses from: 103, 105, 205, 303, 305, 311, 312, 314, 321, 323, 330, 521, 523.
4. Minor emphasizing Geographic Techniques -For the student desiring to acquire geographic research, writing, and cartographic techniques, any six courses from 105, 321, 322, 323, 521, 522, 523, 533.
5. Geography Minor for majors in the School of Business and Economics - For the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact—any six courses from: 103, 105, 202, 301, 302, 303, 344, 522, 533.

TEACHER LICENSURE IN SOCIAL STUDIES

Students seeking teacher licensure should see "Teacher Education" in Part 7. Licensure in social studies is available for geography majors — see p. 229.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include one of the following: GEO 102, 104, or 344 and one of the following courses: GEO 105, 114, or 202.

GEOGRAPHY COURSES (GEO)

For Undergraduates

102 The Historical Geography of the Western World (3:3).
A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand. *[HP, CHP-CMO].*

103 Introduction to Earth Science (3:3).
Survey of basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather. *[NS, CPS].*

104 The Geography of the Nonwestern World (3:3).
A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and the Soviet Union. *[NW, CNW].*

105 Cultural Geography (3:3).
Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods. *[SB, CSB]*

110 Introduction to Geography (3:3).
Changing interaction of man and his environment and the resultant human and economic patterns in various parts of the world.

111 Physical Geology (3:3). Pr. concurrent registration in GEO 111L.
Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development. *[NS, CPS].*

111L Physical Geology Laboratory (1:0:3). Pr. concurrent registration in GEO 111.
Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently. *[NS, CPS].*

114 The Geography of World Affairs (3:3).
Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings. *[NW, CNW].*

202 World Production and Marketing Systems (3:3).
Characteristics and location of the world's resources, theory of industrial location, world patterns of industry. *[SB, CSB].*

205 Environmental Change: Its Nature and Impact (3:3).
Environmental changes related to human use of land, water, soils, minerals, and natural amenities. Planning for sustained use or preservation of land based natural resources.

301 Urban Geography: Global Patterns (3:3).
Urbanization processes and the development of mega-cities and urban hierarchies emphasizing the differences between cities from across the world. *[SB, CSB].*

302 Urban Geography: Land Use (3:3).
Internal structure of cities, including the role of transportation systems, socio-economic development, and the physical environment. Emphasis on differences within cities.

303 World Population Problems (3:3).
Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends. *[NW, CNW].*

305 Natural Hazards Assessment (3:3). Pr. 103 or equivalent.
Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards.

311 Weather and Climate (3:3). Pr. 103 or equivalent, and concurrent registration in GEO 311L.
Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change. *[NS, CPS].*

311L Climatology Laboratory (1:0:3). Pr. concurrent registration in 311.
Laboratory work to accompany 311. *[NS, CPS].*

312 Geomorphology of North America(3:3).
A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.

313 Natural Resource Regions of North America (3:1:6). Pr. 103 or 314 and permission of instructor.
Regional natural resource use and associated human interaction with the natural environment. Instruction takes place during an extended field trip across portions of North America.

314 Physical Geography: Landscape Processes (3:3). Pr. 103 or equivalent, and concurrent registration in GEO 314.
Examination of the processes responsible for the development of the earth's varied terrain characteristics. Analysis of environmental problems involving human impact on landscape and river systems. *[NS, CPS].*

314L Physical Geography Laboratory (1:0:3). Pr. concurrent registration in GEO 314.
Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently. *[NS, CPS].*

320 Tourism Planning and Development (3:3).
Geographic distribution of tourist development. Emphasis on the spatial dimension of origin-destination flows, economic geography of the travel industry, socio-economic and environmental impacts. Emphasis on tourism planning issues. (Same as RPT 320.)

321 Cartography (3:2:3).
The science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work introduces computer mapping, compilation, design, and symbolization.

322 Research Methods in Geography (3:3).
Use of the scientific method, data collection, spatial analysis, and technical writing. Development of fundamental research and quantitative skills in geography.

323 Remote Sensing (3:2:3).
Acquisition, analysis, and interpretation of digital and photographic imagery. Emphasis on use of satellite and aircraft imagery for classification and monitoring of the earth's physical and cultural landscape.

330 Elements of Hydrology (3:3). Pr. 103 or 311 or 314, or consent of instructor.
Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including the application of hydrologic techniques for the evaluation of regional water budgets and problems relating to the conservation of water resources.

338 Regions of Latin America (3:3).
Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil.

344 Geography of the United States and Canada (3:3).
Study of the human and physical characteristics of the United States and Canada, with emphasis on the former. *[SB, CSB].*

490 Special Problems in Geography (3). Pr. consent of faculty member with whom student wishes to work and at least 3 hours of previous work in geography.
Opportunity for advanced students to undertake independent study of field research of special interest.

491 Current Topics in Population (3:3). • *May be repeated for credit when topic varies.*
Multidisciplinary seminar dealing with major topics concerned with national and international issues. (Not offered every year.)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

495 Internship in Geography (3:0:9). Pr. written permission required before registering for the internship.
Practical experience in a professional setting related to the student's main topic of interest. Includes a research paper linking the topic to the experience. (FA,SP,SU)

For Advanced Undergraduates and Graduate Students

502 Urban Planning (3:3). Pr. 302 or consent of instructor.
Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment.

521 Advanced Cartography (3:3). Pr. 321 or consent of instructor.
Introduction to computer cartography and advanced photographic methods for map production. Design, production, and evaluation of computer and photographically generated maps.

522 Seminar in Population and Urban Studies (3:3). Pr. consent of instructor.
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

523 Geographic Information Systems (3:3). Pr. 321 and 323 or consent of instructor.
Development and application of geographic information systems. Emphasis on spatial data structures and their relationship to the analytic processes of geography and planning.

533 Industrial Development: State and Local (3:3).
Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

560 Seminar in Regional Geography (3:3). Pr. 344 or consent of instructor.
Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. (Not offered every year.)

570 Applied Physical Geography (3:1:6). Pr. 103 or 314, or consent of instructor. • ***May be repeated as area of world visited changes.***
Applications in physical geography. Topics include field experience in hydrology, dendrochronology, geomorphology, climatology, and mapping. Extended field trip required. (SU)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of German and Russian including Japanese Studies

337-A McIver Building

Joachim T. Baer, Professor and Head of Department

Professor Lixl; Associate Professor Adams; Lecturers Ahern, Jensen, Nilsson, Pynes, Yabe,

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to impart useful skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the students with a basic speaking knowledge and with a reading knowledge that will enable them to inform themselves independently about the life and literature of German- and Russian-speaking countries. More advanced courses emphasize literary study and culture, which are the actual goals of the major in German.

The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material such as films, records, and tapes is coordinated with classroom work. Students may also elect to live in UNCG's International House.

For all interested students a German coffee hour (Kaffeestunde) is held once a week, where students and faculty meet socially to speak German. The UNCG film program provides a German full-length film each month, and several Russian films each semester.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Bamberg, Mannheim, Osnabrück, The Higher School of Commerce at Worms (UNCG partner institutions), or with other programs, must have completed intermediate German.

A major in German works in tandem with an International Business Studies major (first or second major). Students are strongly advised to familiarize themselves with this program's offerings on p. 137 in this Bulletin.

Majors in UNCG's International Studies major with a concentration in Russian Studies (for requirements, see pp. 217-218) may spend a semester or academic year at Joensuu University (Finland) and/or at Petrozavodsk University (Russia).

German Major (Bachelor of Arts)

Required: 122 semester hours.

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. The specialized study of German aims to improve language skills and to convey understanding of German culture, through the study of literature, film and works of German thought.

Students seeking teacher licensure should see "Teacher Education Programs," Part 7.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

All majors must maintain a GPA of at least 2.0 in German courses for a degree in German.

Minimum of 24 semester hours in German above the 204 level, including at least:

1. Two courses from GER 301W, 302W, 307, 311, 407. (At least <u>one</u> course must be from 301W, 302W.)
2. Any two of the following: GER 215, 216, 305, 306, 403, 404, 405, or 406
3. At least SIX total courses at the 300 level or above
4. At least FOUR total courses involving literature or cultural studies.

NOTE: Courses in German literature or culture in English translation (215, 216, 217, 218, 221) can only be used for Major credit if an appropriate amount of reading is done in German.

Related Area Requirements

Suggested but not required: ART 305; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 375, 376, 391, 392; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

TEACHER LICENSURE IN GERMAN

Students seeking teacher licensure must include GER 301 and all other courses required for German majors. Please see additional teacher licensure requirements in "Teacher Education Programs", Part 7.

GERMAN AS A SECOND MAJOR

The requirements for a second major in German are the same as for the German major above.

GERMAN MINOR

15 hours above German 102, including at least 6 hours at the 300-level. NOTE: Courses in German literature or culture in English translation (215, 216, 217, 218, 221) can only be used for minor credit if an appropriate amount of reading is done in German.

RUSSIAN MINOR

15 hours above the 100-level of which the following six are compulsory:

RUS 203, 204

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN GERMAN AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in German/Business Administration provides the opportunity for a student to complete a BA in German (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with the Department Head in the Department of German and Russian as early as possible.

In the spring of the junior year, students should:

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in German/ MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	21-34	
	Special CLER area requirement for this program:		
	Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
	Social and Behavioral Sciences (SB)— *required: ECO 201 (see C below), and two other SB courses*	9	-3
	World Literature (WL)— *required: GER 217, 218, or 221 (see B below)*	3	-3
	Foreign Language (CFL)— *satisfied by placement exam*	0-12	-12
	Maximum hours	48-61	
	Total Hours (reduced)	**39-40**	**(-21)**
B.	**German Major Requirements (24 hours)**		
	Note GER 204 or an appropriate score on the placement exam is a prerequisite for GER 301 and above.		
1.	GER 301 or 302	3	
2.	GER 217 or 218 or 221 (with appropriate amount of reading done in German, courses also meet CWL requirements)	3	
3.	GER 303 and one of the following: GER 205, 206, 304, 315, or 316	6	
4.	Additional courses (recommended: GER 305, 306, 307, 308, 311)	12	
	Total hours	**24**	
C.	**Prerequisites for the MBA (21 hours)**		
1.	MAT 120 or 191 (also meets CLER MT requirement and is prerequisite for ECO 250)	3	
2.	ISM 110 (prerequisite for ECO 250)	3	
3.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
4.	ACC 201, 202	6	
	Total hours	**21**	
	Total Undergraduate Requirements	**84-85**	
D.	**Other Undergraduate Electives**	37-38	
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (7.5 hours)		
	Remaining required and elective courses	7.5	
	TOTAL MBA SEMESTER HOURS	43.5	

GERMAN COURSES (GER)

Courses Read in English

German literature courses read in English translation are as follows:

215, 216 German Civilization. Readings in English (3:3), (3:3).

217, 218 Masterworks of German Literature Read in English (3:3), (3:3).

221 Germanic Mythology. Readings in English (3:3).

A full description of the above courses will be found in numerical order in the German courses listed below.

For Undergraduates

101, 102 Elementary German (3:3), (3:3).
Essentials of grammar, graded reading, vocabulary building. Language laboratory required.

101L Elementary German Laboratory (1:1). Coreq. concurrent registration in 101.
Optional supplementary multi-media lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

102L Elementary German Laboratory (1:1). Coreq. concurrent registration in 102 or permission of instructor.
Optional supplementary multi-media lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

203 Intermediate German (3:3). Pr. 102.
Continuation of the essentials of grammar begun in 101, 102. Language laboratory required. *[CFL]*

204W Intermediate German Topics (3:3). Pr. 203 or equivalent.
Reading, composition and discussion, at an intermediate level, based on German texts on various topics. (Course taught as writing intensive.) *[CFL]*

212 Experimental Course: The New German Cinema (3:3).
Introduction to and survey of "New German Film" developments since 1962. Focus will be on German filmmakers' response to modern American (Hollywood) film as a way of defining the New German Film. Includes films by Fassbinder, Herzog, Wenders, Kluge, and others. (Offered FA98)

215, 216 German Civilization. Readings in English (3:3), (3:3).
Cultural, political, and social development of Germany from its origin to the present. 215 - Middle Ages (Romanesque, Gothic) through the fifteenth century. 216 - from the Reformation to the present. Attention given to the German elements in America. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German. *[215: HP/CPM; 216: HP/CMO]* (Formerly GER 315, 316)

217, 218 Masterworks of German Literature Read in English (3:3), (3:3).
Reading and discussion in English translation of some of the best works of German literature. 217 - the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218 - Selected major works of 20th century prose fiction. Authors include Kafka, Hesse, T. Mann, Handke, M. Walser, and Süskind. *[WL, CWL].*

221 Germanic Mythology. Readings in English (3:3).
Course taught in translation. Myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them. *[WL, CWL].*

301W Topics for German Conversation and Composition (3:3).
For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor. (Course taught as writing intensive.)

302W Topics for Advanced German Composition and Stylistics (3:3).
For students desiring proficiency in written German, especially geared toward students who plan to study abroad or who plan to enter graduate school. Compositions based on various announced topics. (Course taught as writing intensive.)

305, 306 Advanced Intermediate German Topics (3:3), (3:3). Pr. 204 or equivalent. • ***May be repeated for credit when topic varies.***
Topics will be of a cultural, historical and/or literary nature. The purpose of the course is to improve reading proficiency and introduce students to German language culture. Taught in German or English. (Formerly GER 205, 206)

307 Advanced German Grammar (3:3). Pr. two intermediate German courses or equivalent.
Intensive study of German grammar (including features not covered in lower levels of instruction) and of the contrasting structures of German and English. Introduction to reference tools.

311 Business German (3:3). Pr. 203 or its equivalent.
Introduction to the special vocabulary and syntax of German as used in business contacts, correspondence and articles. Practice in reading and writing German for business purposes and travel. *[CFL]*

403 Introduction to German Literary Studies (3:3). Pr. 301, or equivalent and permission of instructor.
Readings from various genres by representative authors of the Age of Goethe, Young Germany, Poetic Realism, Symbolism, Expressionism, and contemporary literature. Introduction to methodologies of literary analysis. (Formerly GER 303)

404 Introduction to Modern German Culture (3:3). Pr. 204 or equivalent and permission of instructor.
History and analysis of German popular culture in the age of modernism. Readings and discussions of works by authors such as Spengler, Benjamin, Freud, Bovenschen, Enzensberger, Habermas. (Formerly GER 304)

405 Advanced Topics in German Literature (3:3). Pr. 301 or permission of instructor. • ***May be repeated for credit when topic varies.***
Topics will be of a literary nature. (Formerly GER 305)

406 Advanced Topics in German Culture (3:3). Pr. 301 or permission of instructor. • ***May be repeated for credit when topic varies.***
Topics will be of a cultural nature. (Formerly GER 306)

407 Advanced Topics in German Language (3:3). Pr. 301 or permission of instructor. • ***May be repeated for credit when topic varies.***
Topics will be of a linguistic or pedagogical nature, and may include: History of the German language; study of major language changes from Indo-European to modern High German; readings of short texts in Old High and Middle High German literature; theories of language development. Taught in German or English. (Formerly GER 308)

491, 492 Tutorial (1 to 3), (1 to 3). Pr. permission of instructor. • ***May be repeated for credit when topic varies.***
Directed program of reading, research, and individual instruction in Germanic literatures and languages. (Formerly GER 401, 402)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

RUSSIAN COURSES (RUS)

Courses in English Translation

Russian Literature in English translation courses are as follows:

201, 202 Russian Literature in Translation (3:3), (3:3).
313 Tolstoy in Translation (3:3).
314 Dostoevsky in Translation (3:3).
315 Soviet-Russian Literature in Translation (3:3).
316 Modern Polish Literature in Translation (3:3).
511 The Russian Novel in Translation (3:3).

A full description of these courses will be found in numerical order in the Russian courses listed below.

For Undergraduates

101, 102 Elementary Russian (4:4), (4:4).
Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

201, 202 Russian Literature in Translation (3:3), (3:3).
Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth-century Russian prose up to 1917. Works from the following writers are read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required. Baer. *[WL, CWL].*

203, 204 Intermediate Russian (3:3), (3:3).
Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. *[CFL]*

305, 306 Advanced Grammar, Conversation and Composition (3:3), (3:3).
Intensive reading of unedited Russian texts plus conversation and composition based on the reading. Baer.

313 Tolstoy in Translation (3:3).
Intensive study of his artistic writing between 1852-1910. Tolstoy's moral views are considered as part of the course. Baer. *[WL, CWL].*

314 Dostoevsky in Translation (3:3).
Intensive study of his artistic writing between 1846-1880. His political and religious views are considered as an integral part of the material of the course. Baer.

315 Twentieth-Century Russian Literature in Translation (3:3).
Intensive study of the artistic writing in Russia from 1917 to the present. Readings cover poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others. Baer. *[WL, CWL].*

316 Modern Polish Literature in Translation (3:3).
Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert. Baer. *[WL, CWL].*

491, 492 Independent Study of Russian Literature (1 to 3), (1 to 3).
Directed programs of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth, and twentieth centuries. Depending on student's qualifications, the readings will be either in translation or in the original. Baer. (Formerly RUS 401, 402)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

511 The Russian Novel in Translation (3:3).
Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy), to the twentieth century (Belyj, Sologub, Pasternak, and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy, and religious thought. Baer.

Japanese Courses (JNS)

For Undergraduates

101, 102 Elementary Japanese (4:4), (4:4).
Introduction to communicative Japanese and its writing systems: Hiragana, Katakana, Kanji. Students study fundamental words, phrases and expressions, and are introduced to basic grammar.

203, 204 Intermediate Japanese (3:3), (3:3). Pr. JNS 101, 102.
Review of elementary grammar, and more advanced concepts of grammar (verb conjugations and verb tenses). Vocabulary building. Further acquisition of Chinese characters (Kanji). Reading of simple texts from Japanese literature. *[CFL]*

Department of History

219 McIver Building

Steven F. Lawson, Professor and Head of Department
Professors Calhoon, Caneva, D'Emilio, Link, MacKenzie, Melton, Saab, Schleunes, Schweninger; Associate Professors Bilinkoff, Cassell, Cooley, Floyd, Mazgaj, Ruzicka; Assistant Professors Blair, Enstad, Hunter, Kriger, Tolan, Tolbert; Lecturer Hatcher

The Department of History offers a program which has four principal objectives: 1) to provide a general knowledge of the history of the United States, Europe, and the wider world (as we have defined our fields of concentration; 2) to teach students to think and read critically and thereby to develop the ability to analyze historical documents and to appreciate the nature of historical interpretations; 3) to improve students' ability to communicate both orally and in writing; and, 4) to foster the ability to conduct historical research. The Department offers a broad spectrum of courses in U.S., European, and wider world history, in the ancient, medieval, and modern periods, in social, cultural, political, economic, intellectual, military, and diplomatic history, the history of science, and in a variety of special topics including gender, sexuality, witchcraft, and terrorism.

The **History Major** prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history, and the degree of Master of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores; 400- and 500-level courses are open to juniors and seniors.

History Major (Bachelor of Arts)

Required: 122 semester hours.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 semester hours above the 100-level, where History is the primary major.

All majors must maintain a grade point average of at least 2.0 in history courses to qualify for a degree in history.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. For the primary major, the minimum of 30 semester hours must include 12 semester hours at the 200-level with no more than 6 hours in the Western European field; 12 semester hours at the 300-level, and 6 semester hours at the 500-level, which must include HIS 511a, b, or c (Seminar in Historical Research and Writing). To ensure that each major has breadth in his or her program, of the 30 semester hour minimum a student must take at least 6 hours from each of the three fields (Western Europe, United States, Wider World).

For the second major, of the 24-semester hour minimum, a student must take at least 6 hours from each of the three fields. Furthermore, at least 6 hours of the 24-semester hours minimum must be taken at the 500-level.

Field I: Europe

220, 221, 222, 223, 251, 252, 311, 315, 349, 351, 353, 354, 355, 357, 358, 360, 363, 364, 365, 366, 368, 369, 371, 373, 374, 375, 376, 380, 391, 392, 393, 397, 398, 510, 511b, 541, 542, 544, 560, 562, 563, 564, 567, 571, 574.

Field II: United States

211, 212, 301, 302, 328, 329, 330, 335, 336, 337, 338, 339, 340, 343, 344, 347, 359, 502, 505, 511a, 512, 515, 517, 518, 520, 522, 524, 526, 530, 545a, b, 546, 549, 551.

Field III: Wider World

203, 204, 214, 215, 216, 217, 218, 239, 240, 303, 304, 306, 307, 308, 320, 321, 361, 370, 377, 378, 379, 381, 383, 384, 385, 386, 389, 508, 511c, 538, 540, 575, 577, 581, 587, 588.

Other

Individual study courses for the most part; will vary according to subject taught each time: 305, 390, 401, 402, 493

Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of cognate courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Concentration in Public History

Historians work in a variety of settings including museums, historic sites, national parks, archives, and historical societies. This concentration is designed to introduce students to the wide range of professional opportunities in history beyond traditional teaching and research. Students will receive training in the methods and materials public historians employ to interpret history for a popular audience. The concentration offers practical experience in professional settings. Courses in the concentration may also count toward completion of the major.

Required Courses (6 hrs)

HIS 390 and 512

Electives (6 hrs)

Choose two of the following: HIS 306, 327, 347, 392, 511a, b, or c, ATY 378

History Minor

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. The minor shall comprise 15-21 semester hours in history; it may include two courses at the 100-level. If six hours of Western Civilization are taken with a team or panel which includes a member of the History Department, three hours may be counted toward the History Minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

Teacher Licensure in Social Studies

Students seeking teacher licensure should see "Teacher Education", Part 7. Licensure in social studies is available for history majors — see p. 229.

History Courses (HIS)

For Undergraduates

203 History of Africa to 1870 (3:3).
Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa. *[NW, CNW].*

204 History of Africa since 1870 (3:3).
Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa. *[NW, CNW].*

211, 212 The United States: A General Survey (3:3), (3:3). • ***Not open to students who have prior credit for HIS 103.***
First semester: to 1865. Second semester: since 1865. *[HP, CHP-CMO].*

214 Foreign Affairs in World History (3;3).
An intercultural study of the development of foreign affairs from the rise of civilization to the contemporary period.

215 The Civilizations of Asia (3:3).
History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. *[NW, CNW].*

216 The Civilizations of Asia (3:3).
Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China, and Japan in nineteenth and twentieth centuries. *[NW, CNW].*

217, 218 The World in the Twentieth Century (3:3), (3:3).
Major developments which shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations, and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939.

220 The Ancient World (3:3).
Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as CCI 220) *[HP, CHP-CPM].*

221 Medieval Legacy (3:3).
Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university. *[HP, CHP-CPM].*

222 Europe 1400-1789 (3:3).
Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution. *[HP, CHP-CPM].*

223 Modern Europe (3:3).
Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present. *[HP, CHP-CMO].*

239 Latin America: Colonial Period (3:3).
Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire. *[NW, CNW]*

240 Latin America: National Period (3:3).
Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics. *[NW, CNW].*

251, 252 The History of Western Science: A Survey (3:3), (3:3).
Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century. *[HIS 251: HP, CHP-CPM; HIS 252: HP, CHP-CMO].*

301 Race and Slavery (3:3).
Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865. *[HP, CHP-CMO].*

302 Race and Segregation (3:3).
Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem Renaissance, black nationalism, and the black experience in America. *[HP, CHP-CMO].*

303 South Africa and Its Neighbors (3:3).
Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa.

304 Women in African History (3:3).
The contributions of African women to society, politics, and economic growth from the pre-colonial era to the present; how Islam, slavery, colonialism, and modern developments have affected African women.

305 Special Topics (3:3). • ***May be repeated for credit when topic varies.***
Special Topics in history not other wise covered at the undergraduate level.

306 Islam and Popular Culture in Africa (3:3). • ***Not open to freshmen.***
Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century.

307, 308 The World in Our Time (3:3), (3:3).
World developments since 1945. First semester: through 1960. Second semester: since 1960.

311 Darwin and the Theory of Evolution (3:3).
Study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and scope of scientific explanations. *[AE, CAE].*

315 Witchcraft and Magic in European History (3:3).
Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries.

320 Central American History (3:3).
The political structure and economies of the Central American republics from 1821 to 1979. Emphasis on political competition under the strain of forced expansion and the dynamics of agrarian relations.

321 Latin America and the United States (3:3).
A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.

327 American Cultural History (3:3). • ***Not open to freshmen.***
Using paintings, houses, literature, radio, television and other materials, this course explores the creation and development of American culture from early settlement through the twentieth century. *[HP, CHP-CMO].*

328 Women in American History, Part I (3:3).
A history of women in the U.S. from colonial times through the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience.

329 Women in American History, Part II (3;3).
A history of women in the U.S. since the Civil War. Topics, include roles, status, image, family, work, and racial and class differences in experience.

330 The Family in American History (3:3).
Relating the family to other major elements of American society and culture - households and communities, the market economy, the democratic ethos, and urbanization. Introduction of students to genealogical, oral, and traditional historical research into the history of particular families, including their own.

335 The American Colonial Period, 1607-1763 (3:3).
Selected topics pertaining to development of colonies to eve of American Revolution. *[HP, CHP-CMO].*

336 The Age of the Democratic Revolution, 1764-1789 (3:3).
The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development. *[HP, CHP-CMO].*

337 The Age of Jefferson and Jackson, 1789-1848 (3:3).
A study of American History, 1789-1848, including examination of political events and politicians, economic and social trends and developments, and growth of sectionalism.

338 Civil War, Reconstruction, and Reunion, 1848-1896 (3:3).
American history from the end of the Mexican War to the Bryan campaign, centering on the slavery controversy, Civil War and Reconstruction, industrialization, urbanization, and agrarian problems.

339 War, Society, and Reform: America, 1896-1945 (3:3).
Examines the impact during the first half of the twentieth century of two world wars, reform, industrialization, the changing status of women and minorities, and the emergence of mass culture.

340 The United States since World War II (3:3).
Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism, and student radicalism.

343 The Old South (3:3).
Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820-1860.

344 The New South (3:3).
Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

347 History of North Carolina (3:3).
History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture.

349 The World at War, 1914-1945 (3:3).
Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world.

351 History of Greece, 2000 B.C.-31 B.C. (3:3).
Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as CCI 351)

353 Athens in the Fifth Century B.C. (3:3).
Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (Same as CCI 353)

354 The Roman Republic, 754 B.C.-44 B.C. (3:3).
Study of the social and political forces that led to Rome's conquest of the Mediterranean World - and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as CCI 354)

355 The Roman Empire, 44 B.C-337 A.D. (3:3).
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as CCI 355)

357 Renaissance and Reformation in Europe (3:3).
History of the period 1350-1600 in which profound social, intellectual, and religious change transformed European society. Examination in depth of great writers and thinkers of the period, such as Petrarch, Machiavelli, Luther, Calvin, and Loyola, as well as the political and socio-economic context in which they flourished. *[HP, CHP-CPM].*

358 Medieval Universities (3:3).
Background, origin, and contributions of the medieval schools and universities to western intellectual history from 1110-1400.

359 Sexuality in Historical Perspective (3:3).
Survey of the history of sexuality since the 17th century, with emphasis on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th century "sexual revolution."

360 The Structure of Scientific Change: Topics in the History of Science (3:3).
In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity. *[AE, CAE].*

361 The Ottoman Empire and Republic of Turkey (3:3).
Study of the rise, fall, and rebirth of Turkish power in the eastern Mediterranean from the thirteenth century to the present. *[NW, CNW].*

363 European Economic History (3:3). Pr. ECO 201.
Study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as ECO 363)

364 The French Revolutionary Era (3:3).
France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution.

365 Modern France (3:3).
Social, political, and cultural forces that shaped France through the Third Republic, World Wars, rise of communism and fascism, Occupation and Resistance, postwar Fourth and Fifth Republics.

366 The Origins of Modern Political Thought (3:3).
The development of the major Western political traditions (republicanism, liberalism, conservatism) from the Renaissance to the American and French Revolutions with emphasis on the historical context. *[AE, CAE].*

368 Medieval Thought and Learning from 300 to 1500 (3:3).
A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century. *[HP, CHP-CPM].*

369 History of Spain (3:3).
Exploration of major themes in Spanish history, including the concept of crusade, the experience of empire, and struggle for religious, ethnic, and political unity. Focuses on Spain during its "Golden Age" (1500-1700). *[HP, CHP-CPM].*

370 Revolutions in 20th Century Latin America (3:3).
Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

371 Europe since 1920 (3:3).
Domestic developments, internal policies, and international relations of major countries of Europe, from Treaty of Versailles to present, with special attention to origins of World War II.

373 English History to 1660 (3:3).
Origins and evolution of English culture and English constitution. *[HP, CHP-CPM].*

374 English History since 1660 (3:3).
Continuation of 373. May be taken separately. . *[HP, CHP-CMO].*

375 Germany in the Nineteenth Century, 1800-1914 (3:3).
Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century.

376 German History, 1914-1945 (3:3).
German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes.

377 Russian History to 1900 (3:3).
Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries. *[NW, CNW].*

378 Russian History since 1900 (3:3).
End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments.

379 Russia in World Politics Since 1815 (3:3).
Major problems in Russian and Soviet foreign relations since Crimean War.

380 Terrorism, Nationalism and Revolution in Modern Europe (3:3).
Development of terrorism, secret societies and revolutionary movements related to nationalism in Europe, from 1789 to the 1950s. Special emphasis on Russia and Serbia.

381 The Near and Middle East (3:3).
Emphasizes developments since World War I. *[NW, CNW].*

383 Chinese History to 1800 (3:3).
Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China. *[NW, CNW].*

384 The Modern Transformation of China: 1800 to Present Day (3:3).
Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870-1945; contemporary China. *[NW, CNW].*

385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).
Creation myths - archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war. *[NW, CNW].*

386 Creating Modern Japan, 1867 to the Present (3:3).
Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan. *[NW, CNW].*

389 History of Politics and Society in West Africa (3:3).
Civilizations and empires before 1500; the Atlantic slave trade and its effects; stateless societies; kingdoms, politics, and society, 1500-1900; Islam and Christianity; European colonialism; African resistance; independence movements. *[NW, CNW].*

390 History Internship (3). Pr. minimum of twelve (12) credit hours with a 3.0 GPA in history and permission of Director of Undergraduate Studies. • ***May be repeated for credit.***
Field learning experience in public or applied history. Academic supervision provided by job supervisor. Assigned reading and written reports.

391 The Holy Roman Empire (3:3).
The Holy Roman Empire, later known as Germany, from its origin to its destruction by Napoleon. Focus on Christianization of Germany, medieval monarchy, Reformation, Thirty Years War, rise of Prussia.

392 The Holocaust; History and Meaning (3:3).
This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings — intellectual and artistic — that have been imposed upon it.

393 Medieval Church and State (3:3).
Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300-1500.

397 Modern European Thought (3:3).
Intellectual and cultural history from the Enlightenment through Modernism. Emphasizes origins and maturation of Western ideological traditions with extended treatment of selected figures and themes (e.g., Marx and Nietzsche). *[HP, CHP-CMO].*

401, 402 Individual Study (1 to 3), (1 to 3).
Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

Prerequisite for ALL 500-level courses: either the completion of six hours of 300-level History courses or the permission of the instructor.

502 African American History: Selected Topics (3). • ***May be repeated once for credit.***
Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights.

505 Introduction to Archival Management (3:3). Pr. consent of instructor.
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as LIS 505)

508 Latin America: Selected Topics (3:3). Pr. one course in Latin American history or consent of instructor. • ***May be repeated once for credit when topic varies.***
A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format.

510 Historiography (3:3).
History of historical writing from Old Testament times to 19th century, with some attention to the philosophy of history and the development of the historical profession. Readings in major historians from Herodotus to Ranke.

511a,b,c Seminar in Historical Research and Writing (3:3), (3:3), (3:3). • ***Required of history majors.*** **Pr. permission of instructor.** • ***May be repeated once for credit when topic varies.***
Locating and using historical source materials, written and oral, published and unpublished. 511a: American; 511b: European; and 511c: Wider World.

512 Public History (3:3).
A history of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

515 American Diplomatic History: The Twentieth Century (3:3).
Emphasis on most important crises and making of basic policy decisions from Spanish American war to present.

517 American Economic History: Colonial Times to 1865 (3:3). Pr. ECO 201 or consent of instructor.
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as ECO 517)

518 American Economic History: 1865 to Present (3:3). Pr. ECO 201 or consent of instructor.
Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. (Same as ECO 518)

520 Southern History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender.

522 Early American History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics.

524 Twentieth Century U.S. History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in twentieth century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s.

526 The Civil War and Reconstruction: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South.

530 History of Sexuality: Selected Topics (3:3). Pr. for undergraduates, HIS 359 or the permission of the instructor. • ***May be repeated once for credit when topic varies.***
Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics.

538 South America (3:3). Pr. one course in Latin American history or consent of instructor.
A comparative study of the political and economic history of select countries. Emphasis on the variety of the Latin American experience; similarities and differences among the republics. Concentration on late nineteenth century to 1974. Seminar format.

540 Middle America (3:3). Pr. one course in Latin American history or consent of instructor.
An investigation into the history of Mexico and Central America. Emphasis on the political and economic developments in Mexico, 1876-1976, with special attention to the Revolution, and on the late nineteenth century to 1979 in Central America. Seminar format.

541 Ancient World: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as CCI 541)

542 Middle Ages: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history.

543 Historic Preservation: Principles and Practice (3:3). Pr. HID 221, 222, or permission of instructor.
Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects. (Same as HID 543)

544 Early Modern Europe: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity and the Age of Discovery.

545a,b Southern History and Southern Material Culture in a Museum Context (3), (3). Pr. consent of instructor. Students selected by individual application.
Combination of southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem.

546 American Cultural History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas. (SP)

548 Architectural Conservation (3:3). Pr. HID 332, 301, or permission of instructor.
Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HID 548)

549 American Social History: Family and Religion (3:3).
American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society, and the assumptions about human nature and destiny underlying culture and change.

551 Gender and History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in Gender and History including Gender and Popular Culture; Gender, Labor, Race, and Class; History of Masculinity.

560 Nineteenth-Century Europe: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War.

562 Twentieth Century Europe: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Topics in 20th century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War.

563 Early Modern England: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change.

564 Modern Britain: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II.

567 French History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Study of specific themes and/or problem areas in French History.

571 Modern European Thought: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Study of selected themes and/or problems in European intellectual and cultural history.

574 Modern Germany: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany.

575 Modern Russian History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in modern Russian history, including "Great Reforms," industrialization, revolutionary movement, Marxism-Leninism, tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union.

577 Eastern Europe: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in modern east European history including partitioned Poland and national reawakening, the Czechs, Balkan nationalism, modern Serbian nationalist groups such as "The Black Hand."

581 African History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa.

587 Southern African Kingdoms, 1780-1897 (3:3).
The rise and decline of African nations in nineteenth-century southern Africa: state formation, economics and social change; historical methodology and the use of oral sources.

588 East Asian History: Selected Topics (3:3). • ***May be repeated once for credit when topic varies.***
Varying history in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Mathematical Sciences

383 Bryan Building

Paul F. Duvall, Professor and Head of Department

Professor J.Vaughan; Associate Professors Blanchet-Sadri, Gentry, Herr, Kissling, Landman, Lea, Long, Ludwig, Sadri, T. Vaughan, Wang; Assistant Professors Byrd, Fabiano, Love; Instructor Kilgariff; Lecturers Blackmon, Bradley, Carter, Keith, Koehler, Montgomery, O'Connor, Sallez, Sen, Shelton, Vruwink, Weigel

The Department of Mathematical Sciences offers undergraduate programs leading to the BA and BS degrees in Mathematics and the BS degree in Computer Science. The BS degree in Computer Science is accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board. It also offers graduate programs leading to the MA or MEd degrees in Mathematics (with specialities available in pure mathematics, applied mathematics, or applied statistics), and the MS degree in Computer Science.

Mathematics and Computer Science are excellent majors for the student whose immediate objective is to acquire a strong liberal arts education. The goal of all of the Department's programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty. To give a professional direction to the student's liberal arts education, the mathematics major may elect a concentration in statistics or computer science, or seek secondary teacher certification. Students seeking secondary teacher licensure should see "Teacher Education Programs", Part 7. The Department of Mathematical Sciences can also help students design a plan of study emphasizing special interests, such as applied mathematics or computer systems analysis.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including actuarial sciences, computer science, economics, engineering, law, mathematics, operations research and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Bryan Building. Students have access to computing facilities including personal computer laboratories, and workstations. The campus is fully networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

Mathematics Major (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The mathematics major must complete courses as specified below, and must maintain a grade point average of at least 2.0 in MAT/CSC/STA courses required for the major.

It is strongly recommended that students planning to pursue graduate study in Mathematics include at least two courses from MAT 591, 592, 595, 596, and two other courses from MAT 514, 515, 516, 517, 518, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, 596.

Requirements for the Bachelor of Arts

A. MAT 191, 292, 293, 310, 311, 394

B. Two 500-level courses chosen from the following list*: Any MAT course (excluding 503, 504, 505, 513); CSC 523, 524, 553, 555; STA 551, 552, 573, 574, 575

*Students seeking secondary teacher licensure must take one course from list B and must take the three courses MAT 504, 505, and 513.

C. Six additional hours chosen from the following list:

Any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505)

CSC 322, 523, 524, 553, 555

STA 271, 351, 352, 551, 552, 573, 574, 575

D. CSC 130 or 230

E. PHY 211, 212 and 251, 252 labs, or PHY 291, 292, and 251, 252 labs; or CHE 103 and 104 (with required CHE 110 lab); or CHE 111, 112, 114, and 115; or BIO 111 and 112

Requirements for the Bachelor of Science

There are four concentrations in the Bachelor of Science degree: Pure Mathematics, Applied Mathematics, Computer Science, and Statistics. Students must select a concentration.

Pure Mathematics Concentration

1. Required Core Courses (21 hours): MAT 191, 292, 293, 310, 311, 394, 395

2. Three courses chosen from the following (9 hours): MAT 514, 515, 517, 518, 519, 531, 532, 540, 591, 592, 595, 596

3. Three additional courses chosen from the following (9 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 351, 352, 551, 552, 573, 574, 575

4. CSC 130 or 230

5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

Applied Mathematics Concentration

1. Required Core Courses (27 hours): MAT 191, 292, 293, 310, 311, 390, 394, 395; STA 351

2. Two courses chosen from the following (6 hours): MAT 515, 522, 531, 532, 540, 545, 546, 549, 556, 595, 596; CSC 523, 524; STA 551, 552

3. Two additional courses chosen from the following (6 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 352, 551, 552, 573, 574, 575

4. CSC 130 or 230

5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

6. Two additional courses chosen from the following (5-7 hours): ECO 301, 319, 351; PHY 323, 325, 523, 525; CHE 242, 461, 462; CSC 261, 322, 330, 523, 524, 529, 539, 553, 555, 561; STA 352, 551, 552, 573, 574, 575

COMPUTER SCIENCE CONCENTRATION

1. Required Core Courses (24 hours): MAT 191, 253, 292, 293, 310, 311, 394, 395

2. Two 500-level courses chosen from the following (6 hours): any MAT course (excluding 503, 504, 505, 513); CSC 523, 524, 553, 555; STA 551 552, 573, 574, 575

3. Three additional courses chosen from the following (9 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 351, 352, 551, 552, 573, 574, 575

4. Required CSC courses: CSC 130, 230, 330; one of CSC 261, 339, 340; two 500-level CSC courses (if not already taken in (2) or (3) above)

5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

STATISTICS CONCENTRATION

1. Required Core Courses (21 hours): MAT 191, 292, 293, 310, 311, 394, 395

2. Required Statistics Courses (18 hours): STA 351 or 551; STA 352 or 552; STA 573, 574; two additional statistics courses at or above the 200-level (excluding STA 571 and 572) and chosen with the advice and consent of the department

3. CSC 130 or 230

4. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

SECONDARY TEACHER LICENSURE

Students seeking secondary teacher licensure must satisfy the requirements for the B.A. or B.S. degree and must include in their program: CSC 322 or MAT 390; STA 271 or 351; MAT 504, 505, 513; one course chosen from: MAT 514, 515, 516, 517, 518, 519, 520, 521, 531,540, 549, 595, 596. Also see "Teacher Education Programs," Part 7.

MATHEMATICS AS A SECOND MAJOR

Requirements for a Second Major in Mathematics are the same as for the Mathematics Major.

MATHEMATICS MINOR

The minor in mathematics consists of at least 15 hours of work, chosen as follows:

1. MAT 191, 292

2. MAT 310 or 353

3. Six additional hours at the 200-level or above consisting of any MAT, CSC, or STA courses that count toward the mathematics major.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA OR BS IN MATHEMATICS AND MA OR MED IN MATHEMATICS

The Department of Mathematical Sciences offers an accelerated program that permits the exceptionally well qualified student to receive an undergraduate degree in mathematics (BA or BS) within a four year period and a Masters degree in mathematics (MA or MEd) in an additional year.

A thorough knowledge of calculus is necessary for much of the advanced work required to complete the undergraduate degree. Because of this, it is unlikely that a student would be able to complete the accelerated program without having AP calculus credit. Advanced Placement credit in other areas would also be helpful in order to reduce the number of required undergraduate hours; see courses on pp. 14-15 for which AP credit is available.

Most mathematics courses depend on previous knowledge and have significant prerequisites. It is therefore very important that students identify themselves as potential candidates for the accelerated program **early** in their academic careers in order to receive appropriate advising. Although formal admission to the accelerated program does not occur until the student achieves junior status, proper advising must take place as early as possible so that appropriate coursework can be chosen in the correct sequence. This is particularly important with respect to mathematics courses so that the student will be ready to begin advanced work in mathematics suitable for the masters degree as soon as possible.

Students in the accelerated program must meet all requirements for the respective degree received. No coursework may be counted toward more than one degree. Requirements for the undergraduate degrees are listed on pp. 104-105. The MA in mathematics requires 30 hours of graduate level mathematics including a thesis; the MEd in mathematics requires 33 hours at the graduate level including 24 hours in mathematics and 9 hours in education. Specific requirements for the MA and MEd are listed in *The Graduate School Bulletin.*

COMPUTER SCIENCE MAJOR (BACHELOR OF SCIENCE)

REQUIRED: 122 SEMESTER HOURS

The BS degree in Computer Science is accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. CSC 130, 230, 261, 312, 330, 339, 340, 553, 561, 562
2. CSC Electives: 12 hours, selected from any CSC course at the 500-level (except 553, 561, 562); PHY 512, PHY 513.

Supporting Discipline Requirements

1. MAT 191, 253, 292, 293, 353; STA 271
2. One of MAT 515, 531, 532, 541, 542, 556, STA 551, 552

Science Requirements

1. PHY 291, 292 and 251, 252 labs, or CHE 111, 112, 114, 115. (These courses also fulfill the College physical science, laboratory science, and unrestricted science requirements.)
2. At least 4 hours of science courses selected from any course carrying credit toward a biology, chemistry, or physics major, excluding PHY 512 and 513. (Only BIO 111 or 112 fulfills the College life science requirement as well as this requirement.)

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

Because computer science courses change rapidly, it is recommended that the sequence 130, 230, 330 be completed within four (4) consecutive semesters.

COMPUTER SCIENCE MINOR

The minor in computer science consists of at least 15 hours of work, chosen as follows:

1. MAT 253
2. CSC 130, 230, 330
3. One of CSC 261, 339, 340

The Computer Science Minor requires 3 to 4 semesters to complete.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

COMPUTER SCIENCE COURSES (CSC)

For Undergraduates

101 Introduction to Computer Concepts (3:3).
Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications. (FA,SP)

130 Introduction to Computer Science (3:3). Pr. acceptable score on the mathematics placement test or a grade of at least C in MAT 119.
Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques. (FA,SP)

230 Elementary Data Structures and Algorithms (3:3). Pr. grade of at least C in 130.
Advanced syntax of high level language taught in CSC 130. Emphasis on modularization and abstraction. Big-O analysis of algorithms. Design and use of abstract data types with various implementations. (FA,SP)

237 Programming Language Laboratory (1 to 3; 1 to 3). • *May be taken twice for credit with permission of the Department Head.*
Syntax and use of a programming language. Language covered announced at preregistration.

261 Computer Organization and Assembly Language (3:3). Pr. grade of at least C in 230 and in MAT 253.
CPU, memory, I/O devices, digital logic design, psw. Number representations and machine language. Assembly language instruction types, registers, addressing, arithmetic, instruction format, opcodes, pseudo-opcodes, assembler directives, system calls, and macros. (FA)

312 Ethics in Computer Science (1:1). Pr. grades of at least C in 230 and in MAT 253. • *Grade: Pass/Not Pass (P/NP).*
Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities. (SP)

322 Linear Programming (3:3). Pr. grade of at least C in MAT 310.
Covers simplex computational procedure, minimum feasible solutions, artificial-basis technique, slack variables, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, and decomposition algorithms.

330 Advanced Data Structures (3:3). Pr. grades of at least C in 230 and in MAT 253.
Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs. (FA,SP)

339 Concepts of Programming Languages (3:3). Pr. grade of at least C in 330.
Concepts of block-structured, object-oriented, functional, logic, and concurrent programming languages. Comparative study of syntactic and semantic features of these languages and writing programs using them. (SP)

340 Software Engineering (3:3). Pr. grade of at least C in in 330.
Practical and theoretical concepts of software engineering. (SP)

For Advanced Undergraduates and Graduate Students

521 Computer Graphics and Image Processing (3:3). Pr. grades of at least C in 330 and in MAT 353, or permission of instructor.
Survey of graphics and image processing hardware, algorithms, data structures, and techniques. (Odd SP)

523 Numerical Analysis and Computing (3:3). Pr. grades of at least C in 130, and in MAT 353 and MAT 293.
Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. (Odd FA)

524 Numerical Analysis and Computing (3:3). Pr. grade of at least C in 523.
Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics. (Even SP)

529 Artificial Intelligence (3:3). Pr. grade of at least C in 330.
Knowledge representations. Resolution refutation systems. Best-first search algorithms. Heuristic, minimax, alpha-beta pruning techniques. Selected topics from machine learning, natural language processing, expert systems, neural networks. Functional or logic programming language. (Odd SP)

539 Introduction to Compiler Design (3:3). Pr. grades of at least C in 261 and 330 or permission of instructor. Successful completion of 553 helpful.
Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block-structured language with strong typing. (Even SP)

553 Theory of Computation (3:3). Pr. grade of at least C in MAT 353 and programming experience .
Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability. (FA)

555 Algorithm Analysis and Design (3:3). Pr. grade of at least C in 330.
Sequential algorithm design and complexity analysis. Dynamic programming. Greedy algorithms. Graph algorithms. Selected advanced topics from NP-completeness; approximation, randomized, parallel, number-theoretic algorithms; Fast Fourier Transform; computational geometry; string matching. (FA)

561 Principles of Computer Architecture (3:3). Pr. grades of at least C in 261, MAT 253 or permission of instructor.
Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors. (FA)

562 Principles of Operating Systems (3:3). Pr. grades of at least C in 261 and 330 or permission of instructor. Successful completion of 561 helpful.
Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection. (SP)

567 Principles of Computer Networks (3:3). Pr. grades of at least C in CSC 261 and 330 or equivalent courses.
Hardware and software components of computer networks, their organization and operations. Topics: open system interconnection; local area networks; TCP/IP internetworking, routing, and packet switching; network programming. (FA)

570 Principles of Database and Knowledge-Base Systems (3:3). Pr. grade of at least C in CSC 330, or consent of instructor.
Contemporary database and knowledge-base systems. Emphasis on relational, extended relational, deductive, and object-oriented models. Query processing, modeling and implementation of applications in these models. (FA)

593, 594 Directed Study in Computer Science (1 to 3), (1 to 3). (FA,SP)

MATHEMATICS COURSES (MAT)

For Undergraduates

100 Intermediate Algebra (3:3). • ***Credit does not apply toward graduation nor count in the student's GPA.***
Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities. (FA,SP)

112 Contemporary Topics in Mathematics (3:3).
Selected topics from sets and logic, mathematical systems, statistics and probability, geometry and matrix algebra, consumer mathematics. Designed primarily for liberal arts student. *[MT, CMT].* (FA,SP)

119 College Algebra (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100.
Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. *[MT, CMT].* (FA,SP)

120 Calculus for Business and the Social Sciences (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119. • ***Credit cannot be earned for both this course and MAT 191.*** • **NOTE: this course does not serve as a prerequisite for 292 (Calculus II).**
Limits and introductory differential calculus of the algebraic functions of one variable. *[MT, CMT].* (FA,SP)

121 Analytic Trigonometry (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119.
Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. *[MT, CMT].* (FA,SP)

191 Calculus I (3:3). Pr. a grade of at least C in 121 or permission of the instructor. • ***Credit cannot be received for both this course and MAT 120 (formerly MAT 191B).***
Limits and introductory differential calculus of the algebraic and transcendental functions of one variable. *[MT, CMT].* (FA,SP)

220 Plane and Solid Analytic Geometry (3:3). Pr. grade of at least C in 121 or equivalent. • ***Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.***
Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors. (SP)

253 Discrete Mathematics I (3:3). Pr. grade of at least C in 121, acceptable score on mathematics placement test, or consent of instructor. • ***Only one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.***
Mathematical reasoning techniques and concepts in computer science. Topics include sets, functions, sequences, relations, induction and recursion, boolean algebra, and elementary propositional and predicate logic, including proof techniques. (FA,SP)

292 Calculus II (3:3). Pr. a grade of at least C in 191 or permission of the instructor.
A continuation of the study of differential calculus of the elementary transcendental functions, introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration, indeterminate forms, improper integrals.. (FA,SP)

293 Calculus III (3:3). Pr. grade of at least C in 292.
Infinite series, Taylor's formula, conic sections, parametric equations, integration using polar coordinates, vectors, surfaces, vector-valued functions. (FA,SP)

295 Proofs and Mathematical Structures (3:3). Pr. grade of at least C in 292. • ***At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.***
An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra.

303 Topics in Mathematics (3:3). • ***Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.***
Primarily for students seeking grades 6-9 certification. Extensive study of rational, irrational and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied.

304 Introduction to the Foundations of Geometry (3:3). • ***Hours do not count toward degree requirements for Mathematics majors.***
Introductory course primarily for students seeking grade 6-9 certification. Designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area, and volume measures.

310 Matrix Theory (3:3). Pr. grade of at least C in 292.
Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigen- vectors. (FA,SP)

311 Modern Algebra (3:3). Pr. grade of at least C in 310.
Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. (FA,SP)

345 Vector and Tensor Analysis (3:3). Pr. grade of at least C in 293 and 390.
Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors.

Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl.

353 Discrete Mathematics II (3:3). Pr. grade of at least C in 253 or consent of instructor.
Problem-solving and modeling using techniques and concepts of Discrete Mathematics with applications to algorithms. Topics include elementary graph theory, combinatorics, difference equations, and linear algebra. (FA)

390 Ordinary Differential Equations (3:3). Pr. 292.
First order differential equations and linear equations of finite order, Laplace transforms, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods. (SP)

394 Calculus IV (3:3). Pr. grade of at least C in 293.
Partial differentiation, multiple integrals, vector calculus. (FA,SP)

395 Introduction to Mathematical Analysis (3:3). Pr. grade of at least C in 293, 310.
Introduction to fundamental concepts of single variable calculus, including properties of real numbers, notion of limit, continuity, differentiation, integration, and infinite series. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

503 Problem Solving in Mathematics ((3:3). Pr. grade of at least C in 191 and 303 or consent of instructor. • *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*
Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration.

504 Foundations of Geometry for Teachers (3:3). Pr. grade of at least C in 292 or consent of instructor. • *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*
Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry. (FA)

505 Foundations of Mathematics for Teachers (3:3). Pr. grade of at least C in 292 or 303 or consent of instructor. • *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*
Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry; polynomial, rational, exponential, logarithmic, and trigometric functions; complex numbers; concept of limits of functions. (SP)

513 Historical Development of Mathematics (3:3). Pr. grade of at least C in 292.
Study of the historical development of mathematics, not a history of persons involved in development. (FA)

514 Theory of Numbers (3:3). Pr. grade of at least C in 311 or permission of instructor.
An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diphantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

515 Mathematical Logic (3:3). Pr. grade of at least C in 253 or 311 or consent of instructor.
Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories. (Odd SP)

516 Polynomial Rings (3:3). Pr. grade of at least C in 311.
Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra.

517 Theory of Groups (3:3). Pr. grade of at least C in 311.
Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

518 Set Theory and Transfinite Arithmetic (3:3). Pr. grade of at least C in 311 or 395.
The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers.

519 Intuitive Concepts in Topology (3:3). Pr. grade of at least C in 311 or 395.
Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.

520 Non-Euclidean Geometry (3:3). Pr. grade of at least C in 311 or 395.
Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.

521 Projective Geometry (3:3). Pr. consent of instructor.
Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations.

522 Hilbert Spaces and Spectral Theory (3:3). Pr. grade of at least C in 311 or 395.
Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and seaquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal cooperator.

531 Combinatorial Analysis (3:3). Pr. grade of at least C in 253 or 295 or 311 or 395, or consent of instructor.
The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.

532 Introductory Graph Theory (3:3). Pr. grade of at least C in 310 and any one of the courses 253, 295, 311, 395, 531.
Basic concepts, graph coloring, trees, planar graphs, networks.

540 Complex Functions with Applications (3:3). Pr. grade of at least C in 293.
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

541, 542 Stochastic Processes (3:3), (3:3). Pr. grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents.
Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling.

545 Differential Equations and Orthogonal Systems (3:3). Pr. grade of at least C in 293 and 390 or consent of instructor.
An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

546 Partial Differential Equations with Applications (3:3). Pr. grade of at least C in 545.
Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

549 Topics in Applied Mathematics (3:3). Pr. grade of at least C in 293 and 390 or consent of instructor. • ***May be repeated for credit with approval of the Department Head.***
Selected topics of current interest in applied mathematics.

556 Advanced Discrete Mathematics (3:3). Pr. grade of at least C in 253 or consent of instructor.
Advanced topics in discrete mathematics and their uses in studying computer science. (Even SP)

591 Advanced Modern Algebra (3:3). Pr. grade of at least C in 311.
Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings.

592 Abstract Algebra (3:3). Pr. grade of at least C in 591 or 311 with consent of instructor.
Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals.

593, 594 Directed Study in Mathematics (1 to 3), (1 to 3). (FA,SP)

595, 596 Mathematical Analysis (3:3), (3:3). Pr. 395 or permission of instructor.
Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral. (FA,SP)

STATISTICS COURSES (STA)

For Undergraduates

108 Elementary Introduction to Probability and Statistics (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100. • ***May not be taken for credit by students who have received credit for ECO 250 or 350 or are concurrently enrolled in ECO 250.***
Finite sample spaces, discrete probability, random variables, expected value, binomial distribution, independent trials, random samples, point estimation, hypothesis testing, and confidence intervals. *[MT, CMT]* (FA,SP)

271 Fundamental Concepts of Statistics (3:3). Pr. grade of at least C in MAT 119 or STA 108 or consent of department.
Survey of basic descriptive and inferential statistics for undergraduates from any discipline. Graphical and descriptive techniques. Measures of central tendency, variability, correlation. Estimation. Normal tests, t-tests, analysis of variance. Emphasis on statistical literacy and interpretation.

351 Probability (3:3). Pr. grade of at least C in MAT 292.
Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties. (FA)

352 Statistical Inference (3:3). Pr. grade of at least C in 351 or consent of instructor.
Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance. (SP)

For Advanced Undergraduates and Graduate Students

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3). Pr. grade of at least C in 351 and MAT 293 or consent of instructor.
Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions.

571 Statistical Methods for Research I (3:3). Coreq. enrollment in 571L. • **Hours do not count toward degree requirements for a mathematics major.**
Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and Student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance. (FA)

571L Statistical Methods Laboratory I (1:0:2). Coreq. enrollment in 571. • **Hours do not count toward degree requirements for a mathematics major.**
Using statistical software packages for data analysis. Problems parallel assignments in 571. (FA)

572 Statistical Methods for Research II (3:3). Pr. 571 and 571L or permission of instructor; coreq. enrollment in 572L.
Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one and two-factor analysis of variance, multiple comparisons, hypothesis tests. (SP)

572L Statistical Methods Laboratory II (1:0:2). Pr. 571 and 571L or permission of instructor; coreq. enrollment in 572.
Using statistical software packages for data analysis. Problems parallel assignments in 572. (SP)

573 Theory of Linear Regression (3:3). Pr. grade of at least C in 352 and MAT 310, or 662, or consent of instructor.
Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables.

574 Theory of the Analysis of Variance (3:3). Pr. grade of at least C in 573 or consent of instructor.
Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models.

575 Nonparametric Statistics (3:3). Pr. grade of at least C in 352 or 572 or 662, or consent of instructor.
Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association. (Even FA)

593, 594 Directed Study in Statistics (1 to 3), (1 to 3). (FA,SP)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF PHILOSOPHY

216 FOUST BUILDING

Josuha Hoffman, Professor and Head of Department
Professors Hoffman, Leplin, MConnell, Rosenkrantz; Associate Professors King, Zimmerman; Assistant Professor Preti

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups.

A. Ethics and Theory of Value: 119, 121, 220, 321, 322, 331, 335, 361, 545.
B. Logic, Epistemology, and Philosophy of Science: 115, 310, 311, 319, 325, 523, 525, 527, 555, 575.
C. History of Philosophy: 251, 252, 351, 353.
D. Metaphysics: 259, 357, 559, 565.

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prelaw concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the instructor. Students are encouraged to begin work in philosophy by taking 111, 115, 119, 251, 252, or 310.

The department sponsors a philosophy club open to all undergraduates, regardless of major. Each year the department sponsors a number of lectures by distinguished scholars from other institutions. The department conducts a biannual symposium on a topic of current research in philosophy.

PHILOSOPHY MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS.

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

The Prelaw concentration provides a strong preparation for law school through courses in logic, epistemology, ethics, political philosophy, and the philosophy of law. These courses cover a broad range of skills and knowledge that are of fundamental importance in the field of law.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

The following courses offered by the Philosophy Department carry AULER and College of Arts and Sciences (CLER) credit:

	AULER, CLER Credit
PHI 111, 119, 121, 220, 331	Analytic & Evaluative Studies (AE, CAE)
PHI 251, 252	Historical Perspectives on Western Culture (HP/CPM, HP/CMO)
PHI 115, 310	Reasoning & Discourse (RD, CRD)

Major Requirements

Minimum 24 hours in philosophy courses above the 100-level, including at least 18 hours above the 200 level.

1. PHI 310.
2. PHI 251 and 252.

Prelaw Concentration

In addition to the major requirements, the Prelaw concentration requires the following:

(a) PHI 115, and
(b) either PHI 319 or 325 or 555, and
(c) either PHI 119 or 121 or 220 or 321, and
(d) either PHI 331 or 545, and
(e) PHI 335

Note that the Prelaw concentration requires PHI 115 plus the major requirement of a minimum of 24 hours in philosophy courses above the 100 level. Thus, the Prelaw concentration requires a minimum of 27 hours in philosophy. If a student uses a 100-level course to satisfy (c) of the Prelaw Concentration requirements, then the minimum number of hours in Philosophy needed to complete the Prelaw Concentration increases to 30 hours.

Related Area Requirements

Cognate courses to be determined by department adviser where necessary.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

PHILOSOPHY AS A SECOND MAJOR

The requirements for a second major in philosophy are the same as the requirements for a first major.

PHILOSOPHY MINOR

The Philosophy Minor requires a minimum of 18 hours including PHI 251 and 252.

PHILOSOPHY COURSES (PHI)

For Undergraduates

111 Introduction to Philosophy (3:3).
Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem. *[AE, CAE]*.

115 Practical Reasoning (3:3).
Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods. *[RD, CRD].*

119 Introduction to Ethics (3:3).
Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, and subjectivism. Readings from major figures in the history of ethics. *[AE, CAE].*

121 Contemporary Moral Problems (3:3).
Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war. *[AE, CAE].*

201 Topics in Philosophy (3:3). • ***May be repeated for credit when topic varies.***
Variable content.

220 Medical Ethics (3:3).
Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering. [AE, CAE].

251 History of Ancient Philosophy (3:3).
Survey of Western philosophical thought in the ancient period from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans. Particular choices of texts and philosophical ideas may vary. *[HP, CHP-CPM].*

252 History of Modern Philosophy (3:3).
Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant. *[HP, CHP-CMO].*

267 Existentialism (3:3).
Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

310 Introduction to Formal Logic (3:3).
Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory. *[RD, CRD].* (Formerly PHI 211)

311 Intermediate Formal Logic (3:3). Pr. 211 or consent of instructor.
Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.

319 Knowledge, Truth, and Belief (3:3).
Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception, the reasonableness of belief, and the reliability theory of justification.

321 Ethical Theory (3:3).
Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Attention to current theories in normative ethics.

322 Philosophy of the Arts (3:3).
Philosophical problems concerning description, interpretation, and evaluation of the visual, performing, and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory.

325 Introduction to the Philosophy of Science (3:3). Pr. one course in logic, mathematics, or natural science.
Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law, and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the history of science. Nature of scientific knowledge.

330 Philosophy in Literature (3:3).
Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature, and reference to fictional objects. Major works of fiction studied for their philosophical content.

331 Social and Political Philosophy (3:3).
Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority. *[AE, CAE].* (Formerly PHI 231)

335 Philosophy of Law (3:3).
Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources.

348 Existentialism, Phenomenology, and Structuralism (3:3).
Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur.

351 Major Philosophers (3:3). • ***May be repeated for credit when topic varies.***
Systematic examination of the works of a major philosopher.

353 Major Philosophies (3:3). • ***May be repeated for credit when topic varies.***
Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism.

357 Metaphysics (3:3). Pr. one course in philosophy.
Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, the problem of universals, forms of realism, and theory of reference.

359 Philosophy of Religion (3:3).
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as REL 259) *[AE, CAE].* (Formerly PHI 259)

361 Ethical Issues in Business (3:3).
Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

401 Reading Course for Seniors (1-3). Pr. consent of instructor. • May be repeated for credit.
Supervised reading and research for philosophy majors.

402 Independent Study (1-3). Pr. satisfaction of requirements for the major in philosophy and consent of instructor. • May be repeated for credit.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

523 Philosophy of Social and Behavioral Science (3:3). Pr. one course in social or behavioral science and one in philosophy or consent of instructor.
Issues in philosophy of social and behavioral science from Hume to the present: explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge.

525 Philosophy of Physical Science (3:3). Pr. 325 and one course in physical science or consent of instructor.
Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of the physical sciences.

527 Philosophy of Biological Science (3:3). Pr. one course in biology and one in philosophy or consent of instructor.
Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences.

545 Social Philosophy (3:3). Pr. one course in philosophy or consent of instructor.
Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx.

555 Epistemology (3:3). Pr. 319 or consent of instructor.
Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.

559 Philosophy of Mind (3:3). Pr. one course in philosophy or consent of instructor.
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

565 Philosophy of Language (3:3). Pr. one course in philosophy or consent of instructor.
Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

575 Advanced Logic (3:3). Pr. 311 or consent of instructor.
Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.

590 Aesthetics (3:3). Pr. 322 or consent of instructor.
Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF PHYSICS AND ASTRONOMY

101 PETTY BUILDING

Gaylord T. Hageseth, Professor and Head of Department
Professors McCormack; Associate Professors Danford, Meisner, Muir; Adjunct Associate Professor Starobian; Assistant Professor Pratap; Lecturer Hellen

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, the student should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (PHY 203, 205, 209, 211, 212, 235, 333 and 334).

Its faculty members are involved with students in research in computer simulation and computational physics, quantum statistical mechanics, biophysics, observational astronomy and digital image analysis, and pedagogical methods in science teaching. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system. The research of the Department is supported by a local area network linking departmental microcomputers and the campus VAX cluster, a number of laboratories well-equipped with modern instrumentation, and an instrument-making facility.

PHYSICS MAJOR (BACHELOR OF ARTS AND BACHELOR OF SCIENCE)

REQUIRED: 122 SEMESTER HOURS

The **Physics Major** is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major need to complete PHY 291, 292, and MAT 293 no later than the end of their sophomore year. Freshmen who declare physics as a major are strongly advised to take PHY 291 and MAT 292 their first semester. If the freshman student is not prepared to take calculus his/her first semester, the student is advised to take MAT 121 or 119 (depending upon the student's background) and CHE 111 and 114 instead of PHY 291, 292 during the first year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

BACHELOR OF ARTS

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements & Related Area Requirements

Minimum 28 semester hours in physics above the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Core Courses for Physics Majors

Courses required for the physics major:

1. PHY 291, 292 (or 211, 212) and 251, 252 labs, 321, 321L, 323, 323L, 325, 325L, 327, 425, 425L or 512, or 513.
2. Related Areas: CHE 111, 112, 114, 115; CSC 130; MAT 191, 292, 293, 390.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

BACHELOR OF SCIENCE

Minimum 36 semester hours in physics above the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses. Requirements are the same as for the BA degree with the following additional requirements:

PHY 521, 523 and 525

PHYSICS AS A SECOND MAJOR

Students planning to take Physics as a second major must complete all required courses as stated above for the Bachelor of Arts or Bachelor of Science degree.

PHYSICS MINOR

A minimum of 15 semester hours in physics courses is to be planned in consultation with a physics faculty member. The usual physics minor program will consist of PHY 291, 292 and 251, 252 labs, and at least 7 semester hours of additional courses (excluding PHY 203, 205, 209, 235, 333, and 334). Other quite different programs may be fitted to the individual student's interests and objectives

TEACHER LICENSURE

Students seeking **teacher licensure** should follow the requirements for the Bachelor of Arts degree. In addition the following are required: BIO 111; CUI 390, 450, 459, 465, and 470; ELC 381; GEO 103; HEA 201; PSY 121. Please see Part 7 for complete details on teacher licensure.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN PHYSICS AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Physics/Business Administration provides the opportunity for a student to complete a BA in Physics (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp.14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Physics as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Physics/ MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	35-48	
	Special CLER area requirements for this program:		
	Mathematics (MT)— required: MAT 191 (see C below)	3	-3
	Natural Science (NS)— required for the CPS component: CHE 111, PHY 291 & 251 (see B & C below)	9-10	-7
	Social and Behavioral Sciences (SB)— required ECO 201 (See D below) and two other SB courses	9	-3
	Maximum hours	**48-61**	
	Total Hours (reduced)	**48**	**(-13)**
B.	**Physics Major (BA) Requirements (28 hours)**		
1.	Calculus-based Physics: PHY 291 or 211, 251 (meets part of CLER NS/CPS requirement), 292 or 212, 252	8	
2.	Modern Physics and Lab: PHY 321, 321L	4	
3.	Mechanics and Lab: PHY 2323, 323	4	
4.	Electricity/Magnetics and Lab: PHY 325, 325L	4	
5.	Thermal Physics: PHY 327	3	
6.	Opics and Lab: PHY 425, 425L	4	
	Total hours	**27**	
C.	**Related Requirements (23 hours)**		
1.	Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2.	Calculus: MAT 191 (meets CLER MAT requirement), 292, 293	9 3	
3.	Differential Equations: MAT 390		
3.	Computer Science: CSC 130	3	
	Total hours	**23**	
	Total Undergraduate Requirements	**116**	
D.	**Other Undergraduate Electives**	6	
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
D.	**MBA Prerequisites (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (7.5 hours)		
	Remaining required and elective courses	7.5	
	TOTAL MBA SEMESTER HOURS	**43.5**	

Note: The BS degree in Physics is possible if the student also takes PHY 521, 523, and 525.

PHYSICS AND ASTRONOMY COURSES (PHY)

For Undergraduates

203 AstroWeb (3:3). • *No student may receive credit for both this course and either 209 or 235.*
Introduction to astronomy, from planets to SETI. Emphasizes collaborative model of observing and learning. Syllabus, course material, tests, and quizzes are on the World Wide Web. A visual approach to learning. *[NS, CPS].* (FA,SP)

205 Conceptual Physics (3:3). • Registration in laborary (PHY205L) optional. • *No student may receive credit for this course if credit has previously been earned for 101, 102, 211, 212, 291, or 292.*
Introduction to basic laws of physics made by extensive use of demonstrations. Concepts emphasized and mathematical manipulations held to a minimum. *[NS, CPS].* (FA,SP,SU)

205L Conceptual Physics Laboratory (1:0:3).
The discovery approach will be used to conduct experiments in mechanics, fluids, heat, electricity and magnetism, optics and modern physics. *[NS, CPS].* (FA,SP,SU)

209 Astronomy: The Solar System (3:3). • *No student may receive credit for both this course and 203.*
Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required. *[NS, CPS].* (FA)

211, 212 General Physics I, II (3:3), (3:3). Pr. 211 pr. for 212; 211 coreq. 251 lab; 212 coreq. 252 lab. • *No student may receive credit for 211 or 212 if credit has previously been earned for 291 or 292.*
Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material. *[NS, CPS].* (FA,SP.SU)

235 Astronomy: The Universe (3:3). • *No student may receive credit for both this course and 203.*
Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. *[NS, CPS].* (SP)

251, 252 General Physics Laboratory I, II (1:0:3), (1:0:3). 251 coreq. must be taken concurrently with either 211 or 291; 252 coreq. must be taken concurrently with either 212 or 292.
Laboratories to supplement PHY 211-212 and 291-292 lecture courses by providing hands-on experience with selected physical phenomena. Development of observational, measuring, and analytical reasoning skills. *[NS,CPS].* (FA,SP,SU)

291 General Physics I with Calculus (3:3). Pr. MAT 191, co. MAT 292. • *No student may receive credit for this course if credit has previously been earned for 211 or 101.*
Basic principles of mechanics, heat, and sound developed using the calculus. 291 together with 292 constitute a one-year general physics course utilizing calculus. *[NS,CPS].* (FA)

292 General Physics II with Calculus (3:3). Pr. 291 and MAT 292, or permission of instructor. • *No student may receive credit for this course if credit has previously been earned for 212 or 102.*
Introduction to basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 291 together with 292 constitute a one year general physics course utilizing calculus. [NS, CPS]. (SP)

321 Introduction to Modern Physics (3:3). Pr. 292 (or 101, 102/211, 212 with permission of instructor).
Fundamental concepts of atomic, molecular, nuclear, and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. (FA)

321L Modern Physics Laboratory (1:0:3). Pr. 292 (or 101, 102/211, 212 with permission of instructor).
Performance of atomic, nuclear, and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. (FA)

323 Mechanics (3:3). Pr. 101, 102/211, 212, or 292; co. MAT 293, or consent of instructor.
Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. (FA)

323L Classical Physics Laboratory (1:0:3). Pr. 292 (or 101, 102/211, 212 with permission of instructor).
Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation. (FA)

325 Electricity and Magnetism I (3:3). Pr. 292 and MAT 293.
A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart, and Ampere. Application to the properties of conductors, dielectric, and magnetic materials. (SP)

325L Electricity and Magnetism Laboratory (1:0:3). Pr. 323, MAT 390, or consent of instructor.
Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. (SP)

327 Thermal Physics (3:3). Pr. 292 (or 101, 102/211, 212 with permission of instructor).
Properties of matter developed by combining thermodynamic reasoning with molecular theory. (SP)

331, 332 Experimental Physics (1:0:3), (1:0:3). Pr. two advanced courses in physics taken concurrently or completed.
Advanced courses in laboratory techniques as involved in special laboratory problems.

333 Selected Topics (1 to 3).
Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems; ideas involved in special relativity, cosmology, and quantum mechanics for those with little mathematical background; importance of understanding physical laws in development of art, music, and architecture; relationships between physical laws and communications. No previous science course required. Interested student should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

345 20th Century Physics: A Liberal Art (3:3). Pr. junior, senior standing, or consent of instructor.
20th century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

425 Optics (3:3). Pr. 325 or permission of instructor.
Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). (SP)

425L Optics Laboratory (1:0:3). Pr. 321L, 325L, or permission of instructor.
Performance of geometrical and physical optics experiments with both microwaves and visible light. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

495 Research Experience in Physics (3). Pr. two courses from the major sequence beyond PHY 291-292, consent of instructor and approval of department head. • *May be repeated for up to 6 hours of credit with departmental permission.*
A significant research project directed by faculty member. Student must submit written proposal, develop approved written plan, and deliver formal report of results. (FA,SP,SU)

For Advanced Undergraduates and Graduate Students

500 Seminar (1 to 3).
Selected topics of current interest in physics are studied.

501, 502 Conceptual Physics for Teachers (3:3), (3:3). • *Credit not applicable to MS degree in Physics.*
The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed.

510 Apparatus and Instrumentation for Teaching (3:3). Pr. consent of instructor.
Principles of design, construction, maintenance, and use of demonstration and laboratory apparatus and instrumentation are studied. Safe use of equipment, materials choice and substitutions, and functionality tests are included.

512 Electronics for Scientists (3:2:3). Pr. permission of instructor or head of student's major department.
Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist. (SP)

513 Microcomputer Interfacing for Scientists (3:2:3). Pr. permission of instructor.
Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily. (SP)

519 Advanced Laboratory (1 to 3:0:3 to 9). Pr. 321L and 323L.
Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation.

520 Selected Topics in Physics (3:3). Pr. consent of instructor. • *May be repeated for a total of 6 hours credit.*
A topic of special interest is studied in depth.

521 Modern Physics with Quantum Mechanics (3:3). Pr. 321 and 325.
Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems.

523 Analytical Mechanics (3:3). Pr. 323, MAT 390.
Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations.

525 Electricity and Magnetism II (3:3). Pr. 325.
Continuation of 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation.

530 Astrophysics (3:3). Pr. 291, 292, 321, 325, 323.
Current understanding of the structure and evolution of stars and galaxies is emphasized. Properties of the interstellar medium and cosmological models are studied in some detail.

589 Experimental Course: Biophysics (3:3).
(Offered SP98)

595 Individual Study (1 to 3). Pr. consent of instructor.
The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Political Science

237 Graham Building

Charles Prysby, Professor and Head of Department
Professors Bernick, Clotfelter, Olson, Prysby; Associate Professors Buck, Crowther, DeHoog, Griffiths, Meyers; Assistant Professors Farole, Krebs, McAvoy, Tulloss

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost the entire range of offerings. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experience are available to both majors and non-majors in national government, public administration, and electoral politics.

Political Science Major (Bachelor of Arts)

Required: 122 semester hours

The **Political Science Major** is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Majors must take PSC 100, 210, 240, 260, and 301, and at least 15 additional hours, all of which must be above the 100 level. At least 15 semester hours of the total course work in the major must be at the 300 level or higher.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for degree.

Political Science as a Second Major

A student may double major by combining political science with another major. The student must complete all of the required courses for political science (PSC 100, 210, 240, 260, and 301) and take 9 additional hours of political science at the 300 level or higher. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the double major. Students considering this option are advised to consult extensively with their advisors.

Political Science Minor

A student may minor in political science by taking PSC 100 and at least 12 hours of course work above the 100 level. The student should select courses to best suit intellectual and career interests, in consultation with a member of the Political Science faculty.

Teacher Licensure in Social Studies

Students seeking teacher licensure should see "Teacher Education", Part 7. Licensure in social studies is available for political science majors — see p. 229.

Honors in Political Science

Political Science majors may elect to graduate with Honors in Political Science if they meet the requirements and qualifications listed below. Students interested in this option are ad-

vised to discuss a possible thesis topic with a faculty member in the department during their junior year.

Requirements

Six semester hours to consist of:

- 3 hours of PSC 493 (Honors Work)
- 3 hours of HSS 490 (Senior Thesis or Project) directed or co-directed by a faculty member of the Department of Political Science

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Major in Political Science
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Political Science" will be printed on the student's official transcript.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MPA IN PUBLIC AFFAIRS

The accelerated program in Political Science/Public Affairs provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year; students will not be allowed to enroll for spring MPA courses (see E below) unless admitted to the MPA program.

Requirements for Combined Accelerated BA in Political Science/MPA in Public Affairs

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	33-46	
	Special CLER area requirements for this program:		
	Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and COM 341 (see C below)*	6	-3
	Social and Behavioral Sciences (SB)— *required: PSC 100, ECO 201, and SOC 101 (see B & C below)*	9	-9
	Maximum hours	48-61	
	Total Hours (reduced)	**49**	**(-12)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	
4.	Electives: 300 level and above	15	
	Total hours	**30**	
C.	**Recommended Electives (15 hours)**		
1.	COM 341 (also meets part of CLER RD requirement),	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 260	9	
3.	SOC 101 (also meets part of CLER SB requirement)	3	
	Total hours	**15**	
	Total Undergraduate Requirements	**94**	
D.	**Other Undergraduate Electives**	28	
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
E.	**Related Requirements for MPA (42 hours)**		
	Senior Year (14 hours)		
	PSC 600, 602, 511C (Fall)	7	
	PSC 601, 603, 511B (Spring)	7	
	Summer following Senior Year (6 hours)		
	PSC 695, 696 Internship	6	
	Graduate or 5th Year (19 hours)		
	PSC 511J, 604, two electives, Comps I (Fall)	10	
	PSC 612, two electives, Comps II (Spring)	9	
	Summer (3 hours)		
	One PSC elective	3	
	TOTAL MPA SEMESTER HOURS	**42**	

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MA IN ECONOMICS

The accelerated program in Political Science/Economics provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Political Science/MA in Economics

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	39-52	
	Special CLER area requirements for this program:		
	Social and Behavioral Sciences (SB)— *required: PSC 100, ECO 201 (see B & C below), and one other*	9	-6
	Maximum hours	48-61	
	Total Hours (reduced)	**42-55**	**(-6)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	

4.	Electives: 300 level and above	15
	Total hours	**30**
C.	**Economics Prerequisites (30 hours)**	
1.	ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)	9
2.	ECO 250, 301, 351 (by end of 6th semester)	9
3.	Senior Year: ECO 327, 554 (Fall), ECO 319, 346 (Spring)	12
	Total hours	**30**
Total Undergraduate Requirements		**115**
D.	**Other Undergraduate Electives**	7
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**
E.	**Requirements for MA in Economics (30-33 hours)**	
	Fall of Senior Year (minimum 6 hours)	
	ECO 619 (graduate credit)	3
	ECO 554 (undergraduate or graduate credit)	3
	ECO 654 (graduate credit)	3
	Spring of Senior year and/or 5th Year (24-27 hours)	
	ECO 645A (Fall)	3
	ECO 645B (Spring)	2
	ECO 646 (Fall)	2
	Either ECO 647 (Spring)	4
	Or ECO 648 (Spring)	4
	Both ECO 694 and 695 or 694 and 696	6
	Sufficient Electives	7-13
TOTAL SEMESTER HOURS FOR MA IN ECONOMICS (requires 694 and 695)		**30**
OR		
TOTAL SEMESTER HOURS FOR MA IN APPLIED ECONOMICS (requires 694 and 696)		**33**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Political Science/Business Administration provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Political Science/MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
See additional CLER area requirements and available AP credit on p. 49.		39-52	
Special CLER area requirements for this program:			
Social and Behavioral Sciences (SB)— *required: PSC 100, ECO 201 (see B & C below), and one other*		9	-6
	Maximum hours	48-61	
	Total Hours (reduced)	**55**	**(-6)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	
4.	Electives: 300 level and above	15	
	Total hours	**30**	
C.	**Prerequisites for the MBA (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	
	Total Undergraduate Requirements	**103**	
D.	**Other Undergraduate Electives**	19	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (7.5 hours)		
	Remaining required and elective courses	7.5	
TOTAL MBA SEMESTER HOURS		**43.5**	

POLITICAL SCIENCE COURSES (PSC)

For Undergraduates

100 American Politics (3:3).
Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course. *[SB, CSB].* (Formerly PSC 200; students completing degree requirements under a catalog prior to Fall '97 may substitute PSC 100 for PSC 200.)

105 Political Issues (3:3).
Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of politics. *[AE, CAE].*

210 Introduction to Public Policy (3:3).
Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. *[SB, CSB].*

240 The International System (3:3).
Introduction to international politics focusing upon major changes in the international system since 1945. *[SB, CSB].*

260 Introduction to Comparative Politics (3:3).
Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems. *[SB, CSB].*

270 Introduction to Political Theory (3:3).
Examines the tradition of Western political thought beginning with Plato and ending with twentieth century philosophers. Topics include the nature and meaning of liberty, justice, and equality and the purpose of politics.

290 The Politics of Development (3:3).
Introduces students to problems of political development. Surveys the theoretical literature concerning the development process and explores critical problems facing developing countries and strategies employed to overcome them. *[NW, CNW].*

300 Special Topics (3:3). • *May be repeated for credit when topic varies.*
Study of an issue in political science.

301 Research Methods in Political Science (3:3). Pr. consent of instructor for non-majors.
Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required.

305 Individual in Politics (3:3).
Introduction to development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics, and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence.

310 Public Administration (3:3).
Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

312 Environmental Law and Policy (3:3).
Study of federal and international environmental law and policy: topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutions, and related issues.. Buck.

313 Natural Resources Law and Policy (3:3).
Study of state, federal, and international natural resources law and policy: topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck.

316 Introduction to Law (3:3). Pr. junior standing or consent of instructor.
Examination of common law, civil and criminal court procedures, legal reasoning, and judicial behavior. Emphasis on policy-making role of courts. Farole.

318 Constitutional Law (3:3). Pr. junior standing or consent of instructor.
Examination of Supreme Court decisions on federalism and the powers of the legislative, executive, and judicial branches of the federal government. Farole.

320 Civil Liberties (3:3). Pr. junior standing or prior consent of the instructor.
Supreme Court decisions dealing with civil rights and liberties. Specific topics include First Amendment , criminal due process, privacy rights, and equal protection of the law for minorities and women. Farole.

322 American State Politics (3:3).
Comparison of political behavior and institutions among the 50 American states. Bernick.

323 Urban Politics (3:3).
Examination of political behavior, processes, and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current development in American cities. Krebs.

324 Urban Administration (3:3).
Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and nonprofit service agencies. Role of the city manager and other professional administrators.

327 American Political Parties (3:3).
Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby.

328 North Carolina and Southern Politics (3:3).
Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government.

329 American Political Movements (3:3).
Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy.

330, 331 Workshop in Practical Politics (3:2:6), (3:2:6). Pr. consent of instructor; 100, 327 or 328 recommended.
Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently.

332 Elections and Voting (3:3).
Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby.

333 Congress and Legislatures (3:3).
Examination of contemporary legislative bodies - Congress, state legislatures, and foreign parliaments. Attention given to their internal organizations and politics and to their relationship to their Chief Executive. Olson.

334 The American Presidency (3:3).
Examination of the contemporary American presidency. Attention given to the multiple roles of the president, to the rise of the presidency in American government and politics, and to the implications of a powerful presidency for democratic government. Olson.

335 Women in Politics (3:3).
Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection.

336 Women and the Law (3:3).
Analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues.

340 International Politics (3:3). Pr. 240.
Analysis of recent problems in international politics, including weapons proliferation, underdevelopment, and selected regional conflicts. Griffiths.

341 International Law and Organization (3:3). Pr. any international relations course or consent of instructor.
Introduction and analysis of the fundamentals of international law and organization and their role in the contemporary international system. Griffiths.

342 American Foreign Policy (3:3).
Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers.

343 Foreign Policies of the Major Powers (3:3). Pr. 240 or 342 or consent of instructor.
Comparative analysis of foreign policy of major nation states, including Russia, Japan, China, France and Germany. Meyers.

345 National Security Policy (3:3). Pr. 240.
Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges. Griffiths.

346 Russian Foreign Policy (3:3).
Analysis of development and implementation of Soviet Foreign Policy and the foreign policy of the current government of Russia.

350 Democratic Political Systems (3:3).
Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries.

352 Nationalism and Ethnic Politics (3:3). Pr. 260 or permission of instructor.
Explores competing explanations of nationalism and ethnic politics. Course focuses on comparative analysis in a global context, and examines strategies that have been employed by governments to manage ethnic tension. Crowther. (SP)

355 Selected Topics in Comparative Politics (3:3). • May be repeated for credit when topic varies.
Cross-national examination of specific topic in political organization and behavior. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies; 355e. Legislative Process; 355f. Politics of the Future; 355g. Political Ideologies; 355i. Domestic Policy of Soviet Union; 355j. Middle East Politics; 355k. Russian Politics; 355m. Political Economy; 355n. European Union.

361 East European Politics (3:3).
Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations. Crowther.

371 American Political Thought (3:3).
Examines major works in American political thought by authors such as Madison, Jefferson, Lincoln, Thoreau, Emerson, King, Malcolm X, and Friedan. Special Emphasis on tracing the promise and problems of American life.

391 African Political Systems (3:3). Pr. 260 or consent of instructor.
Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Griffiths. *[NW, CNW].*

399 Public Affairs Internship (1 to 3). Pr. consent of instructor.
Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship required.

401, 402 Individual Study (1 to 3), (1 to 3). Pr. departmental stamp required for registration.
Reading or research. Available to qualified students upon recommendation of an instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

501 Selected Topics in Political Science (1 to 3). Pr. major in political science or consent of instructor. • *May be repeated for credit when topics vary.*
Opportunity for advanced students to study in depth a topic of special interest.

503 Survey Methods for Policy Research (3:3).
Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in public sector.

504 Computer Applications in Public Administration (3:3).
An overview of computer applications in public administration, covering both specific applications and broader questions of design, management, and impact of information and decision support systems. Prysby.

505 Problems in Politics (3:3).
Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

510 Topics in Public Policy (1 to 3). Pr. consent of instructor. • *May be repeated for credit when topic varies.*
Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policy-making process, and the impact of policy. 510a. Politics of Education; 510b. Criminal Justice; 510c. Labor Relations; 510d. Foreign and Defense Policy; 510e. Environmental Policy; 510f. Urban Development Policy; 510g. Health Strategies; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy; 510k. Ethics in Public Policy.

511 Problems in Public Management (1). Pr. consent of instructor. • *May be repeated when topics vary up to a limit of six credit hours.*
Intensive examination of important current problems related to the management of public institutions.

512 Federalism and Intergovernmental Relations (3:3). Pr. consent of instructor or 200, 210, or 310; or graduate standing.
Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in subnational governments.

516 Administrative Law (3:3). Pr. 200 or approval of instructor.
The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Buck.

520 Urban Political System (3:3). Pr. 323 or 324 or consent of instructor.
Examination of major topics in the study of urban government and policy. Systems approach to provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics. Krebs.

530 Administrative and Elected Leadership (3:3). Pr. consent of instructor.
Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies. Olson.

535 Citizen Participation in Policy-Making (3:3). Pr. consent of instructor.
Political participation and citizen involvement in governmental policy-making. Both citizen initiated and government sponsored efforts to increase popular input analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general.

540 Nonprofit Management and Leadership (3:3). Pr. senior or graduate standing.
Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, services and program planning, implementation, resource development. DeHoog.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF PSYCHOLOGY

296 EBERHART BUILDING

Timothy Johnston, Professor and Head of Department
Professors DeCasper, Guttentag, Hunt, Johnston, Keane, Logan, Nelson-Gray, Salinger, Shull, Soderquist, Wells, White; Associate Professors Anastopoulos, Lawrence, Rabiner, Seta; Assistant Professors Bell, Calkins, Dunlosky, Hickling, Jacks, Kwapil; Visiting Associate Professor Shelton; Visiting Assistant Professor Boniecki

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty.

Biopsychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, development, and social functioning. Clinical psychologists emphasize the application of psychological principles to clinical problems and other aspects of adult and child behavior.

The objectives of the curriculum are:

1. To provide an understanding of the use of scientific methodology in psychological research at both intermediate and advanced levels. This understanding will include a familiarity with the design of observational, survey, and experimental studies; principles of inference from scientific data; the logic of statistical testing; and the use of scientific literature.
2. To provide basic knowledge in primary areas of the discipline through an array of required intermediate-level core courses.
3. To develop depth of understanding in areas of the discipline specific to students' individual interests.
4. To ensure that students can write clearly and effectively in an appropriate professional style.

In addition to the BA program for undergraduates, the department has a PhD program for graduate students.

Students who wish to seek **teacher licensure** should see "Teacher Education Programs", Part 7, as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

PSYCHOLOGY MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The **Psychology Major** provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

The curriculum provides students with a structured, sequenced exposure to six domains of knowledge in psychology. Majors must sample from at least four domains at the intermediate (200) level but can sample as few as two at the higher (400) levels. Thus, they can choose a narrower or broader sampling of upper level courses. The curriculum also affords hands-on experience with scientific psychology via laboratory courses and field experiences.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 31 semester hours in psychology including: PSY 121 and 300; at least four of the six intermediate level core courses (230, 240, 250, 260, 270, 280); a total of at least four upper level courses selected from at least two different core areas, denoted by groups in parentheses—(435, 436, 438), (442, 444), (455, 456, 457), (460, 461, 462), (470, 471), (481, 483); and at least one upper-level laboratory course: 435L, 436L, 442L, 456L, 460L, 481L.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

TEACHER LICENSURE IN SOCIAL STUDIES

Students majoring in psychology may elect to pursue teacher licensure in Social Studies. Completion of this means of teacher licensure will enable one who wishes to teach Social Studies curricula in the secondary schools to gain the background for teaching psychology courses as well. The requirements for completion of teacher licensure in Social Studies are listed in Part 7, p. 229, of this catalog. The University, College, and departmental major requirements are the same as for any other psychology major. Those intending to gain teacher licensure are encouraged to choose electives in the Department of Sociology, Philosophy, Religious Studies, or Anthropology that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

CONCENTRATION IN PSYCHOLOGY FOR TEACHER EDUCATION STUDENTS

A minimum of 24 semester hours to include:

- PSY 121
- A minimum of three (3) 200-level courses
- A minimum of two (2) 400-level courses from core areas
- Plus other psychology courses to total a minimum of eight (8) courses or 24 semester hours

PSYCHOLOGY AS A SECOND MAJOR

Psychology courses required are the same as for a Psychology Major.

BIOPSYCHOLOGY SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels.

Basic requirements: BIO 111, 112, 277, 355; CHE 111, 112, 114, 115; MAT 121 or 191; and PSY 121, 230, 435, 438, and 436 or 457 (Note: PSY 300, a prerequisite for upper level Psychology courses, will be waived for Biology majors pursuing a Biopsychology second major).

Additional requirements: a minimum of six additional hours in Biology courses selected from BIO 425, 453, 464, 477, 479, 567, and 575.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 211, 212 and 251, 252 labs.

HONORS IN PSYCHOLOGY

Requirements for Honors in Psychology

(to be completed in the junior and senior years)

Completion of the following courses in Psychology:

1. PSY 433H (HSS 330) Honors Independent Study
2. PSY 515H Honors History of Psychology or PSY 495H Senior Honors Seminar
3. HSS 490 (PSY 493) Senior Honors Project (3-6 hours)

The following additional honors courses in Psychology are strongly recommended:

1. PSY 121H
2. PSY 300H

Total minimum hours required: 18

Qualifications for Honors in Psychology

1. Maintenance of a 3.3 or above cumulative GPA; 3.3 GPA in Psychology
2. Enrollment in and successful completion of the University Honors Program
3. A declared Psychology Major or Minor

PSYCHOLOGY MINOR

A student may earn a minor in psychology by completing a minimum of 15 hours in the department. The Department's Director of Undergraduate Studies will be glad to recommend courses appropriate to the student's interest.

PSYCHOLOGY COURSES (PSY)

For Undergraduates

121 General Psychology (3:3). • *Students may not receive credit for 121 if they have prior credit for either 221 or 223.*
Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, social behavior, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement. *[SB, CSB]*

230 Biological Psychology (3:3). Pr. 121.
An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes. *[NS, CLS]*

240 Learning and Motivation (3:3). Pr. 121.
Survey of scientific theories and research on learning and motivation according to classic theorists and contemporary behavioral psychologists. Topics include reinforcement, punishment, stimulus control, Pavlovian conditioning, and escape and avoidance.

250 Developmental Psychology (3:3). Pr. 121.
Survey of scientific theories and research findings in human psychological development, including its biological, behavioral, cognitive, social, and emotional aspects.

260 Social Psychology (3:3). Pr. 121.
Survey of scientific theories and research on the nature, causes, and consequences of individual behavior in social context. Topics include relationships, groups, attitudes, persuasion, aggression, altruism, and prejudice.

270 Theories of Personality (3:3). Pr. 121.
Major theories of personality including psychodynamic, humanistic, behavioral, cognitive, biological, and trait perspectives. Additional focus on methods of research and assessment that provide the theoretical foundation for studying abnormal psychology.

280 Cognitive Psychology (3:3). Pr. 121.
Survey of scientific theories and research in cognitive psychology. Topics include human learning, attention, memory, and problem solving.

300 Research Methods in Psychology (3:2:3). Pr. 121.
Introduction to the research methodologies of psychology and to the analysis and interpretation of data. Experience with different methods of data collection, with basic statistical ways to display and analyze data, and with writing reports.

314 Industrial and Organizational Psychology (3:3). Pr. 121; for Business majors, admission to the Bryan School of Business and Economics; grade of C- or better in MGT 312..
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as MGT 314)

341 Abnormal Psychology (3:3). Pr. 121.
A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: Biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural.

346 Sex, Gender, and Behavior (3:3). Pr. 121.
Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.

The remaining courses (400- and 500- levels) require the successful completion of PSY 121:

424 Consumer Behavior (3:3). Pr. 121; for Business majors, grade of C- or better in MKT 320, junior standing; admission to the Bryan School of Business and Economics.
Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. (Same as MKT 424) (Formerly PSY 524)

433 Independent Study in Psychology (1 to 3). Pr. junior standing, 9 credit hours in Psychology, and permission of instructor. • ***May be repeated twice for credit (9 hours maximum).***
Opportunity for students to work independently or in small groups on problems or research projects of special interest. Paper or other formal evaluation required.

435 Brain and Psychological Processes (3:3). Pr. 230 and 300. • ***When offered in the same semester with 435L, both must be taken for credit.***
Study of brain mechanisms for feeding, aggression, sexuality, cognition, consciousness, sleep, learning, memory, thinking, and communication. Examination of brain defects in abnormal behavior and responses to drugs and psychotherapy.

435L Brain and Psychological Processes Laboratory (1:0:3). Pr. 230 and 300. Coreq. 435. • ***When offered in the same semester with 435, both must be taken for credit.***
Laboratory course focusing on methods to investigate brain processes related to behavior, sensation, or animal behavior.

436 Sensory and Perceptual Processes (3:3). Pr. 230 and 300.
Survey of sensory modalities including pain, balance, touch, olfaction, gustation, audition, and vision and how they receive, process, and modify environmental stimuli leading to perception of the world.

436L Sensory and Perceptual Processes Laboratory (1:0:3). Pr. PSY 230 and 300. Corequisite PSY 436.
Examination of methods for assessing human perceptual systems. Emphasis will be on vision, audition, somatosensory, pain, gustation, olfaction, and vestibular systems. A research report will complete the course. (Alt SP)

438 Animal Behavior (3:3). Pr. 230. • ***When offered in the same semester with PSY 438L or BIO 439, both lecture and lab must be taken for credit.*** • ***Students cannot receive credit for both this course and BIO 438.***
Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. (Same as BIO 438)

438L Animal Behavior Laboratory (1:0:3). Pr. PSY 230 and 300, or BIO 111 and 112. Corequisite PSY 438 or BIO 438. • ***When offered in the same semester as PSY or BIO 438, both lecture and lab must be taken for credit.*** • ***Students cannot receive credit for both this course and BIO 439.***
Required laboratory component for PSY 438/BIO 438. Methods for assessing the developmental, physiological, evolutionary and adaptive bases of animal behavior using laboratory and field techniques. (Same as BIO 439) (Alt SP)

442 Behavioral Approaches to Complex Human Behavior (3:3). Pr. 240. • ***When offered in the same semester with 442L, both must be taken for credit.***
Examination of contemporary behavior-analytic research and theory pertaining to the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering.

442L Behavioral Learning Laboratory (1:0:3). Pr. 240 and 300. • ***When offered in the same semester with 442, both must be taken for credit.***
Laboratory course focusing on experimental methods used to investigate elementary and complex behavioral phenomena.

444 Applied Behavioral Psychology (3:3). Pr. 240 or 270.
Principles of behavior and their current applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing. Field experience in applied behavioral psychology is available through Clinical Field Experience (PSY 473).

455 Social and Personality Development (3:3). Pr. 250.
Examination of current theories and empirical research concerned with social, emotional, and personality development.

456 Cognitive Development (3:3). Pr. 250. • ***When offered in the same semester with 456L, both must be taken for credit.***
Examination of current theories and empirical research concerned with perceptual and cognitive development.

456L Cognitive Development Laboratory (1:0:3). Pr. 250 and 300. Coreq. 456. • ***When offered in the same semester with 456, both must be taken for credit.***
Laboratory course focusing on research methods of cognitive development.

457 Developmental Psychobiology (3:3). Pr. 250 and 300 or permission of instructor.
Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior.

460 Interpersonal Behavior and Group Processes (3:3). Pr. 260. • **When offered in the same semester with 460L, both must be taken for credit.**
In-depth analysis of interpersonal behavior and group processes. Topics include aggression, prosocial behavior, attraction, prejudice and discrimination, social comparison, close relationships and groups.

460L Interpersonal Behavioral and Group Processes Laboratory (1:0:3). Pr. 260, 300. Coreq. 460. • ***When offered in the same semester with 456, both must be taken for credit.***
Laboratory course focusing on research methods of social psychology.

461 Attitudes and Social Influence (3:3). Pr. 260.
In-depth analysis of attitudes and social influence. Topics include attitude structure, formation and change, propaganda and persuasion; attitude-behavior consistency; conformity; compliance; and obedience.

462 Social Cognition: Perceiving and Thinking in a Social Context (3:3). Pr. 260.
In-depth analysis of how we think about ourselves and others. Topics include impression formation, attribution, affect and cognition, social judgement, stereotyping and the self in social context.

470 Psychological Disorders of Children (3:3). Pr. 270.
Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, anxiety.

471 Psychological Disorders of Adults (3:3). Pr. 270.
Etiology, assessment, and treatment of various psychological disorders of adults, e.g., schizophrenia, depression, anxiety.

472 Field Experience in Applied Settings (3). Pr. junior standing and permission of instructor. Malpractice insurance fee required for certain placements.
Community field experience designed to illustrate practical applications of psychological principles and research. Class meetings and written work required in addition to field placement. (FA,SP)

481 Cognition and Consciousness (3:3). Pr. 280. • ***When offered in the same semester with 481L, both must be taken for credit.***
In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results.

481L Cognition and Consciousness Laboratory (1:0:3). Pr. 280, 300. • ***When offered in the same semester with 481, both must be taken for credit.***
Laboratory course focusing on the research methods of cognitive psychology.

483 The Psychology of Thinking (3:3). Pr. 280.
Research and theory on human problem-solving and reasoning. Topics include classification, categorization, decision making, rational thought, and a discussion of awareness in thinking.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

495 Senior Honors Seminar (3:3). Pr. 300 and completion of core requirements for psychology major, senior standing, and GPA 3.3, or permission of the instructor. • ***May be repeated for credit when topics vary.***
Provides students with advanced study and critical analysis of contemporary problems in psychology.

For Advanced Undergraduates and Graduate Students

502 Psychological Problems of Childhood (3:3). Pr. 121 or permission of instructor. • ***May not be taken by students who have credit for CUI 540.***
General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of teachers in special education.

506 Psychology of Aging (3:3). Pr. 121 or permission of instructor.
Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

515 History and Systems of Psychology (3:3). Pr. minimum of 12 hours of psychology, including 121, or permission of instructor.
Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

519 Special Topics in Psychology (3:3). Pr. appropriate introductory 200-level core course or equivalent, or permission of instructor. • *May be repeated for credit when topics vary.*
Intensive examination of current theories and research in a specific area of biopsychology, learning, development, cognition, social psychology or clinical psychology. Check with department for offerings.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, ESS, HDF, LES, MUS, NUR, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Religious Studies

109 Foust Building

Henry Samuel Levinson, Professor and Head of Department
Associate Professors Krueger, Orzech; Assistant Professors Grossman, Ramsey; Lecturers Headington, Sopper

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

Courses are organized in four concentrations:

1. Traditions
2. Historical Studies
3. Critical and Evaluative Studies
4. Cultural Studies.

The Department teaches courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Critical and evaluative studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

Religious Studies Courses Which Meet All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

REL 104, 107, 109, 110, 207, 232, 251, 309, 326, 328, 365, 326, 328	Analytic and Evaluative Studies (AE, CAE)
REL 202, 204, 210	Historical Perspectives on Western Culture (HP, CPM)
REL 131, 212	Historical Perspectives on Western Culture (HP, CMO)
REL 111, 211, 218, 220, 221, 225, 250, 351	Nonwestern Studies (NW, CNW)

Religious Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism and communications.

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in Religious Studies above the 100-level, including one course from each category.

1. Traditions: REL 210, 211, 212, 215, 218, 220, 221, 225, 250, 351
2. Historical Studies: REL 201, 202, 204, 301, 305, 366, 367
3. Critical and Evaluative Studies: REL 207, 232, 240, 251, 259, 324, 325, 326, 327, 328, 330, 333, 339, 340, 365
4. Cultural Studies: REL 309, 310, 314, 315, 318, 503

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Religious Studies as a Second Major

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major. Included in the requirements are a minimum of 24 hours above the 100-level, including one course from four concentrations: traditions, historical studies, critical and evaluative studies, and cultural studies.

Religious Studies Minor

The **Religious Studies Minor** complements majors in a variety of fields in the humanities and social sciences; for others it provides a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world. The minor consists of 18 semester hours including one course each in Traditions, Historical Studies, Critical and Evaluative Studies, and Cultural Studies.

Religious Studies Courses (REL)

For Undergraduates

104 Religion, Ritual, and the Arts (3:3).
A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary. *[AE, CAE].*

107 Myth and Ritual in the Ancient Near East (3:3).
Exploration of classical Western religious themes (marriage, battle, underworld, journey) in the earliest form of their expression in ancient Near Eastern myth and ritual. *[AE, CAE].*

109 Religion and Contemporary Culture (3:3).
Understandings of religion as shaped by contemporary social institutions, the arts, politics, and philosophy. *[AE, CAE].*

110 Introduction to Religious Studies (3:3).
Inquiry into religion through consideration of forms, patterns, categories, symbols, and practices which characterize various religious experiences. *[AE, CAE].*

111 Non-Western Religion (3:3).
Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms. *[NW, CNW].*

121 Religious Themes in Contemporary Literature (3:3).
Religious attitudes and themes concerning suffering, bafflement, and evil in contemporary novels by such authors as Atwood, Chappel, Delilo, Dillard, Erdrich, Heller, Kundera, Levi, Morrison, Rushdie, Thomas, Tylor, and Vonnegut.

131 Religion in America (3:3).
Diverse religious traditions and thinkers that have played a significant role in the history of the United States from Native American beginnings to the present. *[HP, CHP-CMO].*

201 The Bible in Western Culture (3:3).
Study of significant themes and issues in the Bible and their expression in the religious literature and history of Europe and America.

202 Introduction to the Hebrew Scriptures (3:3).
Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context. *[HP, CHP-CPM].*

204 New Testament and the Origins of Christianity (3:3).
Study of the New Testament texts in their historical, sociological, and literary contexts. *[HP, CHP-CPM].*

207 Modern Problems of Belief (3:3).
Exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present. *[AE, CAE].*

210 Christianity I (3:3).
Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation. *[HP, CHP-CPM].*

211 Hinduism (3:3).
Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought. *[NW, CNW].*

212 Christianity II. (3:3).
Examination of a range of themes in the history of Christian thought from the sixteenth century to present, through reading of a variety of texts representative of Christian traditions. *[HP, CHP-CMO].*

215 Judaism (3:3).
Introductory study of Judaism, its history, texts, life, and thought.

218 Nonwestern Religions: China (3:3).
A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

220 Nonwestern Religions: Japan (3:3).
A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

221 Buddhism (3:3).
Introduction to the origin, development, and impact of Buddhism in Asian cultures. Focus on religious doctrines, forms of community, religious practices, techniques, art and iconography, and the implications of the Buddhist perspective for the contemporary world in both Asia and the West. *[NW, CNW].*

225 Islam (3:3).
Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures. *[NW, CNW]*

232 American Religious Thought: A Survey (3:3).
Three Americans—Jonathan Edwards (1702-1756), a puritan reformed Christian; Ralph Waldo Emerson (1802-1882), a romantic; and William James (1843-1910), a pragmatist, pursue tensions between grace and law. *[AE, CAE].*

240 Modern Jewish Thought (3:3).
A survey of modern Jewish thinkers from Spinoza to Rozensweig.

250 Religious Traditions and Care of the Earth (3:3).
Examination of the thought, ethics, and practice of major religious traditions and worldviews with regards to the care of the earth. Emphasis on non-western, indigenous, and ecofeminist traditions. *[NW, CNW]* (SP)

251 Topics in Religious Social Ethics (3:3). • ***May be repeated for credit when topic varies.***
Inquiry into the social teachings of diverse religious traditions with respect to such current topics as economic development and social justice, human rights, democracy, freedom, human well-being and the environment. *[AE, CAE]* (SP)

259 Philosophy of Religion (3:3).
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as Philosophy 259)

301 History of Early Christianity (3:3).
Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

305 Religions of the Greco-Roman World (3:3).
Study of themes in Judaism, Christianity, and pagan religious movements of the Mediterranean world from Alexander to Constantine.

309 Gender and Spirituality in the West (3:3).
Examines assumptions about gender roles in Western religious tradition in relation to changing roles of men and women, spiritual needs and new forms of their expression. *[AE, CAE].*

310 Christianity and the Construction of Gender (3:3).
Study of the role of categories of male and female in the creation and maintenance of Christian notions of holiness, authority, and hierarchy in historical perspective.

312 Experimental Course: Judaism and the Construction of Gender (3:3).
Jewish understandings of "maleness" and "femaleness" in historical perspective, including the roles of men and women in Jewish law, family, and Torah study; also, images of gender in Jewish literature. (Offered SP98)

314 Saint and Society in the Early Middle Ages (3:3).
Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

315 Religious Autobiography in the West (3:3).
Exploration of changing views of selfhood in the Western autobiographical traditions from Augustine's *Confessions* to the present. *[WL, CWL].*

318 Magic, Science, and Religion (3:3).
Examination of theories of religion advanced by anthropologists, sociologists, historians and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

323 Religious Movement and Communities: Selected Topics (3:3). • May be repeated when topic varies.
Selected topics will bring to bear historical, analytical, theological and ethical tools to understand religious movements. Faculty and topics will vary. (FA/SP)

324 Philosophical Issues in Religion (3:3).
Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

325 Contemporary American Jewish Thought (3:3).
Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

326 American Religious Thought I (3:3).
Exploration of American religious thought from settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics. *[AE, CAE]*

327 American Religious Thought II: The Romantic Tradition (3:3).
A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry.

328 American Religious Thought III: The Pragmatic Tradition (3:3).
Study of classic' pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil. *[AE, CAE]*

330 Major American Religious Thinkers (3:3). Pr. consent of instructor. • *May be repeated for credit when topic varies.*
Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment.

333 Religion and Psychology (3:3).
Presents classic Western and/or Asian psychological theories of religion and shows how various religious traditions understand the human psyche.

340 Modern Jewish Thinkers (3:3). Pr. 240. • *May be repeated for credit when topic varies.*
Analysis and evaluation of major works by a Jewish thinker, e.g., Martin Buber, or works exemplifying a particular intellectual movement, e.g. Jewish existentialism. Topics will vary.

351 Religion in Traditional Societies (3:3).
Study of religion in traditional societies in which the basic question "What is it to be human?" is raised by entering into the diverse symbolic worlds of native Americans, Africans, or others. *[NW, CNW].*

365 Myth and Theory (3:3).
An examination of theories of myth in light of intensive readings in Asian, African and Western Mythology, with emphasis upon the role of myth in religion and culture. *[AE, CAE].*

366 Religions of China: Selected Topics (3:3).
Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch'an Buddhism, the underworld and the dead.

367 Religions of Japan: Selected Topics (3:3).
Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

401, 402, 403, 404 Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3). Pr. permission of instructor.
Directed program of reading, research, and private instruction.

410 Religious Studies Colloquium (1-3). • Required of all Seniors. • May be repeated for credit when topic varies up to 9 hours credit.
Colloquium on a unifying theme or major recent work in Religious Studies. Topic will vary with instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

503 Topics in Religious Studies (3:3). Pr. permission of instructor. • *May be repeated once for credit.*
Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Romance Languages

321 McIver Building

David A. Fein, Professor and Head of Department
Professors Kish, Sánchez-Boudy, Smith, Smith-Soto; Associate Professors Almeida, Campo, Goode, Koenig, Mather, Sotomayor; Assistant Professors Chesak, Grossi, Paredes, Rauch; Lecturers Amat, Bender, Dola, Hill, Janssens, Levine, Martin, McLin

The Department of Romance Languages offers a variety of programs in language, literature, and culture of the three major Romance areas of French, Spanish, and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Students with one or more years of high school French or Spanish who wish to continue the study of that same language must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school but not previously pursued at the college level must also take the test. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation. Native or near-native speakers must consult with an appropriate departmental advisor before signing up for courses in the Romance Languages Department.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language;
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts in Romance Languages with concentrations in French, Spanish, French education, and Spanish education.

Special facilities and features include language laboratories, the possibility of study abroad, and French and Spanish honorary societies. Achievement in Romance studies is recognized by five annual awards to outstanding juniors and seniors.

FRENCH OR SPANISH MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The French and Spanish Majors are designed to ensure a well-rounded preparation in language and literature. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin at the 300-level.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Requirements for the Major in French

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours at the 300--level or above, including:

1. 301
2. 353 and 354
3. 315 and 415
4. One course from: 311, 312, 313
5. Two literature courses at the 400- or 500-level
6. Additional courses (6 sem. hrs.)

Requirements for the Second Major in French

24 semester hours at the 300-level or above, including:

1. 301, 315, 353, 354
2. One course from 311, 312, 313, 415
3. One 400-level literature course
4. Two other courses above 204

Students seeking teacher licensure must include Phonetics (411), Civilization (331a or 332 or 532 or 533), Composition (315 or 415) and Conversation (311 or 312 or 313) in the 24 semester hours.

Literature courses in English translation may not be used for credit toward the second major.

Teacher Licensure in French

Students seeking teacher licensure must include Civilization (331a or 332 or 532 or 533). The phonetics (pronunciation) competency is met through 311 or 312 or 313. Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Admission to teacher education and student teaching in French requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in "Teacher Education" in Part 7.

Literature courses in English translation may not be used for credit toward the major.

Requirements for the Minor in French

15-21 semester hours of courses in French above 203, excluding literature courses in English translation.

Requirements for the Spanish Major

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours above the 204-level, including:

1. Bridge language course: 301
2. Three literature courses: 351, one 400-level and one 500-level course
3. Two composition courses, selected from 315, 341, 415
4. One conversation course, selected from 311, 312, 313
5. One course in civilization, selected from 332, 334, 532, 534
6. Two elective courses

Literature courses in English translation may not be used for credit toward the major.

Requirements for the Second Major in Spanish

24 semester hours above the 204 level, including:

1. Bridge language course: 301
2. Two literature courses: 351, and one 400- or 500-level course
3. One composition course, selected from 315, 341, 415
4. One conversation course, selected from 311, 312, 313
5. One course in civilization, selected from 332, 334, 532, 534
6. Two elective courses

Literature courses in English translation may not be used for credit toward the second major.

Teacher Licensure in Spanish

Majors or second majors seeking teacher licensure must include Phonetics (416) as one of their electives. Admission to teacher education and student teaching in Spanish requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in "Teacher Education" in Part 7.

Requirements for the Minor in Spanish

15-21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; European, Spanish or French, or Spanish American History; International Studies; Linguistics; Music; Art; Social Science; Anthropology; International Business Studies.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Accelerated Masters Program for Undergraduates— BA in French and MBA in Business Administration

The accelerated program in French/Business Administration provides the opportunity for a student to complete a BA in French (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, **careful selection of undergraduate courses beginning in the freshman year is essential.** Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in French/ MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	21-34	
	Special CLER area requirements for this program:		
	Special CLER area requirement for this program:		
	Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
	Social and Behavioral Sciences (SB)— *required ECO 201 (See C below) and two other SB courses*	9	-3
	World Literature (WL)— *required FRE 307 (See B below)*	3	-3
	Foreign Language (FL)— satisfied by placement exam	0-12	-12
	Maximum hours	48-61	
	Total Hours (reduced)	**39-40**	**(-21)**
B.	**French Major Requirements (30 hours)**		
	Note: FRE 204 or an appropriate score on the placement exam is a prerequisite for FRE 301 and above.		
1.	FRE 301	6	
2.	FRE 353 (also meets CLER WL requirement), 354	12	
3.	FRE 315, 415	9	
4.	One course from: FRE 311, 312, 313	3	
5.	Two literature courses: 400 or 500 level	6	
6.	Additional courses (recommended: FRE 341 or 342; FRE 331 or 332)	6	
	Total hours	**30**	
C.	**Prerequisites for the MBA (21 hours)**		
1.	MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3	
2.	ISM 110 (prerequisite for ECO 250)	3	
3.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**21**	
	Total Undergraduate Requirements	**90-91**	
D.	**Other Undergraduate Electives**	**31-32**	
	Total Undergraduate Semester Hours	**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (7.5 hours)		
	Remaining required and elective courses	7.5	
	Total MBA Semester Hours	**43.5**	

Accelerated Masters Program for Undergraduates— BA in Spanish and MBA in Business Administration

The accelerated program in Spanish/Business Administration provides the opportunity for a student to complete a BA in Spanish (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, **careful selection of undergraduate courses beginning in the freshman year is essential.** Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Spanish/ MBA in Business Administration

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 49.	21-34	
	Special CLER area requirements for this program:		
	Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
	Social and Behavioral Sciences (SB)— *required ECO 201 (See C below) and two other SB courses*	9	-3
	World Literature (WL)— *required SPA 351 (See B below)*	3	-3
	Foreign Language (FL)— satisfied by placement exam	0-12	-12
	Maximum hours	48-61	
	Total Hours (reduced)	**39-40**	**(-21)**
B.	**Spanish Major Requirements (30 hours)**		
	Note: SPA 204 or an appropriate score on the placement exam is a prerequisite for SPA 301 and above.		
1.	Bridge language course, SPA 301	3	
2.	Three literature courses: 351, one 400-, one 500-level	9	
3.	Two composition courses from 315, 341, 415 (recommended: SPA 341, Business Spanish)	6	
4.	One conversation course from 311, 312, 313	3	
5.	One civilization course from 332, 334, 532, 534	3	
6.	Two Spanish elective courses	6	
	Total hours	**30**	
C.	**Prerequisites for the MBA (21 hours)**		
1.	MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3	

2.	ISM 110 (prerequisite for ECO 250)	3
3.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9
3.	ACC 201, 202	6
	Total hours	**21**
	Total Undergraduate Requirements	**90-91**
D.	**Other Undergraduate Electives**	**31-32**
TOTAL UNDERGRADUATE SEMESTER HOURS		122
E.	**Related Requirements for the MBA (43.5 hours)**	
	Senior Year (7.5 hours)	
	MBA 601, 604 (Fall)	3.0
	MBA 605, 606, 607 (Spring)	4.5
	Summer Following Senior Year (4.5 hours)	
	Internship and 4.5 credits	4.5
	Graduate or 5th Year (24 hours)	
	Required foundation and strategic management level requirements; electives	24.0
	Summer (7.5 hours)	
	Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS		43.5

FRENCH COURSES (FRE)

Courses taught in English translation

222 Explorations in French Literature: English Versions (3:3). *[WL, CWL]*

323 Albert Camus: English Versions (3:3). *[WL, CWL]*

A full description of these courses will be found in numerical order in the French courses listed below. **All remaining courses are taught in French.**

For Undergraduates

101, 102 Beginning French (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

113 Conversation in France (3). Pr. two semesters of beginning French courses or permission of instructor. • *Open only to students not meeting the prerequisites for 313.*
Extensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

203, 204 Intermediate French (3:3), (3:3). Pr. 102 or equivalent; 203 prerequisite to 204.
Review and further study of basic French structures with emphasis on active use of language skills; listening, speaking, writing, reading. *[CFL].*

222 Explorations in French Literature: English Versions (3:3). • *May not be used for credit toward French major.*
The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL]*

224 Medieval French Literature in English Translation (3:3). • *May not be used for credit toward French major.*
Readings from major genres of the Middle Ages in English translation, as reflections of cultural, philosophical, and aesthetic values in the age of chivalry and belief. Fein.

301 Advanced French (3:3). Pr. 204 or equivalent, or departmental permission.
An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary French culture. A bridge to advanced work in all areas. (FA)

311 French Conversation and Phonetics (3:3). Pr. 204 or equivalent, or departmental permission.
Training in spoken French and phonetics.

312 French Conversation and Culture (3:3). Pr. 204 or equivalent, or departmental permission.
Training in spoken French in the context of French culture.

313 Conversation in France (3). Pr. 204 or equivalent, or departmental permission.
Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

315 Advanced Grammar and Composition (3:3). Pr. 301 or departmental permission.
Study of grammar and idiom. Formal and informal writing. (FA)

323 Albert Camus: English Versions (3:3). • *May not be used for credit toward French major.*
Reading and discussion of Camus' novels, plays, and essays in English. Smith. *[WL, CWL].*

331a, 331b Culture and Civilization in France (3), (3). 331a taught in French; pr. 301 or permission of instructor. 331b taught in English; open only to students not meeting prerequisites for 331a. • *331b may not be used for credit toward French major.*
Offered only as a summer program in France. Special emphasis on Paris and one other region of France. (Formerly FRE 371a, b)

332 Introduction to French Civilization and Culture (3:3). Pr. 301 or departmental permission.
An introduction to French civilization, presenting an historical overview of major periods with emphasis on selected thematic topics.

341, 342 Business French (3:3), (3:3). Pr. 301 or departmental permission.
French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world. Koenig.

353, 354 Survey of French Literature (3:3; 3:3). Pr. 301.
353: Middle Ages through the eighteenth century. 354: Nineteenth and twentieth centuries. *(FA,SP) [WL, CWL].*

411 French Phonetics (3:3). Pr. 311.
Systematic approach to French pronunciation through sound/spelling relationships, exercises in phonetic transcription, and sound discrimination. Phonetic theory reinforced by aural-oral practice to improve intonation and articulation.

415 Advanced French Composition (3:3). Pr. 311 or departmental permission.
Review of grammar and practice in informal and formal writing skills. Emphasis on the *explication de texte* and the *dissertation littéraires.* (SP)

453 Topics in French Literature: Ancien Régime (3:3). Pr. 353 or 354. • *May be repeated for credit when topic varies.*
Advanced studies in French literature of the Middle Ages and Renaissance, or of the seventeenth and early eighteenth centuries.

454 Topics in Modern French Literature (3:3). Pr. 353 or 354; departmental permission. • *May be repeated for credit when topic varies.*
Advanced studies in French literature of the late eighteenth and nineteenth centuries, or of the twentieth century. (SP) (Formerly FRE 455)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

507 Teaching French Through French Literature (3:3). • *For upper-level majors and graduate students who plan to teach French.* **Pr. 400-level course in French literature or permission of instructor.**
Strategies for teaching the French language through its literature. All major genres represented.

532, 533 French Civilization (3:3), (3:3). Pr. 353 or 354 or 332, or departmental permission.
Study of France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions, and culture. Stress on present-day France.

553 Topics in French Literary Movements (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
In-depth study of a major literary trend: mannerism, classicism, realism, naturalism, and others.

554 Topics in French Fiction (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
Studies in prose fiction - roman, conte, nouvelle, etc. - through a variety of critical and historical approaches, each topic focusing on one such approach.

555 Topics in French Poetry (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
Studies in French poetry through a variety of critical and historical approaches.

556 Topics in French Theatre (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
Studies in French theatre through a variety of critical and historical approaches.

557 Advanced Topics in French Literature (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
Nontraditional perspectives on literature in the French language: thematic topics, and others.

558 Topics in Francophone Literature (3:3). Pr. 400 level course in French literature or departmental permission. • *May be repeated for credit when topic varies.*
Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.

561 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when topic varies.*
Works of an individual film director. Subject differs from offering to offering. (Same as SPA 561)

562 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when topic varies.*
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as SPA 562)

SPANISH COURSES (SPA)

Course taught in English Translation

222 Hispanic Masterpieces in English Translation (3:3). *[WL, CWL]*

A full description of this course will be found in numerical order in the Spanish courses listed below. **All remaining courses are taught in Spanish.**

For Undergraduates

101, 102 Beginning Spanish (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

104 Experimental Course: Spanish for Health Care Professionals (3:3). • *Graded Pass/Not Pass (P/NP)*
Provides students basic knowledge of Spanish vocabulary and language structure necessary to communicate with clients in health care settings. Emphasis will be on oral-aural skills. (Offered SP98)

203, 204 Intermediate Spanish (3:3), (3:3). Pr. 102 or equivalent; 203 prerequisite to 204.
Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. *[CFL]*

222 Hispanic Masterpieces in English Translation (3:3).
Best of Spanish and Spanish-American literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

301 Advanced Spanish (3:3). Pr. 204 or equivalent, or departmental permission.
An opportunity to increase proficiency in oral and written language skills while extending knowledge of Hispanic culture. A bridge course required for advanced work in all areas. (FA,SP)

311 Spanish Conversation (3:3). Pr. 301 or departmental permission.
Intensive and methodical training in spoken Spanish.

312 Spanish Conversation (3:3). Pr. 311 or departmental permission.
Further intensive and methodical training in spoken Spanish.

313 Conversation in a Spanish-Speaking Country (3). Pr. 204 or departmental permission.
Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

314 Spain Today (3). Pr. 204 or departmental permission.
An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers.

315 Intermediate Spanish Composition (3:3). Pr. 301 or departmental permission.
Intensive study of grammar and idiom. Formal and informal writing.

332 Introduction to Spanish Culture (3:3). Pr. 204 or departmental permission.
Introduction to the culture of Spain. Selected readings on the culture by noted Spanish authors, films, slides with classroom discussions.

334 Introduction to Spanish-American Culture (3:3). Pr. 204 or departmental permission.
Introduction to the culture of Spanish-America. Selected writings by noted Spanish-American authors, films, slides with classroom discussion. (Formerly FRE 371)

341 Business Spanish (3:3). Pr. 204 or equivalent.
Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish-speaking countries.

351 Approaches to Hispanic Literature (3:3). Pr. 301 or departmental permission.
Reading of representative Hispanic texts, by genres. Attention will be given to basic vocabulary, concepts and techniques of literary analysis. *[WL, CWL].* (FA,SP)

401 Special Topics in Language and Literature (3:3). Pr. 351 and departmental permission. • *May be repeated for credit when topic varies.*
Directed study and research in language and literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country.

402 Spanish Literature I (3:3). Pr. 351 or departmental permission.
Reading of representative texts from the beginning of Spanish Literature to the year 1800 with attention to techniques of analysis as well as cultural and historical background. *[WL, CWL].*

403 Spanish Literature II (3:3). Pr. 351 or departmental permission.
Spanish Literature from the 1800s through the present. Special attention to cultural and historical background and literary techniques of analysis. *[WL, CWL].*

404 Spanish American Literature I (3:3). Pr. 351 or departmental permission.
Survey of Spanish American literature, from the beginnings through the late 1800s, with attention to techniques of literary analysis. *[WL, CWL].*

405 Spanish American Literature II (3:3). Pr. 351 or departmental permission.
Second half of a survey of Spanish American literature, from the late 1800s through the present day, with attention to techniques of literary analysis. *[WL, CWL].*

415 Advanced Written and Spoken Spanish (3:3). Pr. 311 and 315 or equivalent.
Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

416 Spanish Phonetics (3:3). Pr. 311 or 312 or 313, or departmental permission.
Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

497 Directed Study in Spanish Language (3:3). Pr. departmental permission required.
Directed study and research in Spanish language.

498 Directed Studies in Hispanic Literature (3:3). Pr. departmental permission required.
Directed study and research in literary topics.

For Advanced Undergraduates and Graduate Students

502 Topics in Spanish Literature (3:3). Pr. one 400-level course in Hispanic literature or departmental permission. • *May be repeated for credit when topic varies.*
In-depth studies, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods.

504 Topics in Spanish American Literature (3:3). Pr. one 400-level course in Hispanic literature or departmental permission. • *May be repeated for credit when topic varies.*
In-depth study, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods.

516 Introduction to Spanish Syntax (3:3). Pr. 415 or departmental permission.
Introduction to Spanish syntax. Analysis of Spanish grammar; syntactic categories and phrase structure.

532 Spanish Civilization (3:3). Pr. one 400-level course in Hispanic literature or departmental permission.
Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions.

534 Spanish-American Civilization (3:3). Pr. one 400-level course in Hispanic literature or departmental permission.
Development of Spanish-American culture.

561 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when the topic varies.*
Works of an individual film director. Subject differs from offering to offering. (Same as FRE 561)

562 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when the topic varies.*
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE 562)

ITALIAN COURSES (ITA)

For Undergraduates

101, 102 Beginning Italian (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

203, 204 Intermediate Italian (3:3), (3:3). Pr. 102 or equivalent; 203 prerequisite to 204.
Review and further study of Italian, followed by reading of contemporary authors. *[CFL]*

222 Italian Masterpieces in English Translation (3:3).
Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

313 Conversation in Italy (3:3). Pr. 204 or equivalent.
An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy.

For Advanced Undergraduates and Graduate Students

517 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when the topic varies.*
Works of an individual film director. Subject differs from offering to offering. (Same as FRE, SPA 561)

518 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or departmental permission. • *May be repeated for credit when the topic varies.*
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE, SPA 562)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF SOCIOLOGY

337 GRAHAM BUILDING

David J. Pratto, Professor and Head of Department
Professors Humphrey, Markham; Associate Professors Adams, Brown, Lindsay, Luebke; Assistant Professors Allan, Cureton, Erdmans, Mitchell, Westerveldt

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered during the regular academic year. For details, see *The Graduate School Bulletin.*

SOCIOLOGY MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The **Sociology Major** provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skills in computer analysis and in survey and field research. Students may a) major in sociology, b) major in both sociology and another

field, c) minor in sociology, d) major in sociology with a concentration in criminology, or e) complete the social studies licensure for secondary teachers with a major in sociology. Requirements for these five options are described separately below. Students interested in taking several courses on inequality, aging and health, or community organizations should see the Sociology Department's Director of Undergraduate Studies for recommendations.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Requirements for a Major in Sociology

Minimum of 30 semester hours in sociology and at least a 2.0 GPA for all courses in the major.

Required Courses

SOC 101, 301, 302, 490

Three courses selected from the following: SOC 341, 342, 344, 345

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology as a Second Major

Minimum of 24 semester hours in sociology.

Required Courses

SOC 101, 301, 302, 490

Two courses from the following: SOC 341, 342, 344, 345

Related Area Requirements

Completion of requirements for another major.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Sociology Major with a Concentration in Criminology

Minimum of 30 semester hours in sociology.

Required Courses

SOC 101, 301, 302, 324, 341, 342, 490

Four courses from the following: SOC 222, 317, 325, 413, 521, 595

Related Area Requirements

See the Sociology Department's Director of Undergraduate Studies for recommended cognate courses.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Sociology Minor

15 semester hours in sociology.

Teacher Licensure in Social Studies

Minimum of 24 semester hours in sociology . Please see "Teacher Education Programs" in Part 7, p. 229, for more details.

Required Courses

SOC 101, 301, 302, 490

Two courses from the following: SOC 341, 342, 344, 345

Related Areas Requirements

9 hours in history and 6 hours in each of the following disciplines: anthropology, economics, geography, and political science.

Teacher Licensure Requirements

1. AULER requirements as identified within each major
2. HEA 201 Personal Health
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Student Teaching
8. For 9-12 subject area certification, students must take the appropriate Teaching Practices and Curriculum Course (CUI 451, 452, 453, 457, or 459) and CUI 465 Student Teaching and Seminar.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology Courses (SOC)

Please note that not all courses are offered every year, but required courses are offered *at least* once a year.

For Undergraduates

101 Introduction to Sociology (3:3).
Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change. *[SB, CSB]* (Formerly SOC 211)

201 American Social Problems (3:3).
Contemporary American society and selected social issues from the sociological perspective. Attention given to value systems and institutions and to social processes of major current significance. *[SB, CSB].*

222 Sociology of Deviant Behavior (3:3).
Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change. *[SB, CSB].*

223 Experimental Course: Global Deviance (3:3).
Systematic study and analysis of social deviance in crosscultural, national and international settings. (Offered FA98)

227 Race and Ethnic Relations (3:3).
Interaction between peoples of differing racial, ethnic, and cultural background, with comparison of American relationships to those in other parts of the world. *[SB, CSB]* (Formerly SOC 327)

230 Experimental Course: Sociology of Friendship (3:3).
Examination of social psychological and social structural theories of friendship and ways to study friendship pairs, social networks, and contextual effects. (Offered FA98)

250 Experimental Course: Juvenile Delinquency (3:3).
Course examines the effects of society, social order, and social processes on age, gender and race differences with reference to the criminality of juveniles. (Offered FA98)

252 Experimental Course: Sociology of Sport (3:3).
Analysis of the importance and dynamics of sport in current U.S. society. Examines certain persons and formal organizations that have molded sport into its contemporary form and content. (Offered SP98)

261 Health and Society (3:3).
Analysis of socio-cultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems. (Formerly SOC 361)

300 Post Soviet Societies (3:3).
Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of the societies which formerly comprised the USSR. Particular emphasis on Russian society. *[NW, CNW].*

301 Introduction to Methods and Research (3:3). Pr. 101 and one additional sociology course.
Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. Students design and conduct field and survey research studies. (Formerly SOC 318)

302 Introduction to Data Analysis (3:2:1). Pr. 101 and one additional sociology course.
Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis. (Formerly SOC 314)

317 Criminal Justice (3:3).
Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration.

324 Criminology (3:3).
Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders.

325 Sociology of Work Organizations (3:3). Pr. 101 or 201, or consent of instructor.
Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society. (Formerly SOC 351)

326 The Community (3:3). Pr. 101 or 201, or consent of instructor.
Recent changes and current structure of American communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power.

328 Social Movements and Revolutions (3:3).
Systematic study of such forms of collective social behavior as social movements and revolutions with a strong international and comparative focus.

329 Sociological Perspectives on Women (3:3).
Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle.

330 Urban Society (3:3).
Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social, and cultural differentiation within urban settlements. (Formerly SOC 343)

332 Experimental Course: Law and Society (3:3).
Examination of law as a social process, recognizing that "law" does not take place in a social vacuum. Law is studied as a variable, an activity that changes from case to case. (Offered SP98)

335 Marriage and the Family (3:3).
Analysis of marriage and family with particular attention to change and interrelationships with other institutions. (Formerly SOC 355)

339 Population Problems (3:3). Pr. one course in sociology or consent of instructor.
Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution.

341 Social Psychology (3:3). Pr. 101 and two additional sociology courses or consent of instructor. • *May not be taken for credit if student has had SOC 571.*
Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change. (Formerly SOC 232)

342 Social Stratification (3:3). Pr. Pr. 101 and two additional sociology courses or consent of instructor.
Examination of theories of stratification and U.S. and other stratification systems with attention to wealth, prestige, and power inequality, mobility, class consciousness and revolution. (Formerly SOC 336)

344 Global Society (3:3). Pr. Pr. 101 and two additional sociology courses or consent of instructor.
Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed. (Formerly SOC 320)

345 Social Change (3:3). Pr. 101 and two additional sociology courses or consent of instructor.
Examination of nature, process, and consequences of social change with consideration of its control in all types of societies. Pr. one course in sociology or consent of instructor. (F ormerly SOC 337)

354 Women, Work, and Management (3:3). Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor.
Examination of women's participation in the the U.S. labor force and work organizations with special attention to issues for women in management. (Same as MGT 354)

362 Sociological Perspectives on Education (3:3). Pr. 101 or consent of instructor
Introduction to sociological theories and research about how social forces influence school, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed.

365 Public Opinion and Mass Communication (3:3). Pr. one course in sociology or consent of instructor.
The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues. (Formerly SOC 331)

366 Sociology of Religion (3:3).
Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles.

413 Corrections and Penology (3:3). Pr. 6 hours of sociology or consent of instructor.
Major sociological issues concerning the process of sentencing, incarceration, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives.

490 The Development of Sociological Theory (3:3). Pr. 101, 301, 302, and two of 341, 342, 344, and 345 or consent of instructor.
Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science. (Formerly SOC 450)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

495 Senior Seminar: Contemporary Works in Sociology (3:3). Pr. senior major.
Critical review of significant recent books representing various fields in sociology.

497, 498 Special Problems in Sociology (2 to 3), (2 to 3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for students to have directed instruction on problems of special interest.

For Advanced Undergraduates and Graduate Students

501, 502 Selected Topics in Sociology (3:3), (3:3).
Opportunity for advanced student to study in-depth topic or issue of special interest.

521 Juvenile Delinquency (3:3).
Social dimensions of juvenile delinquency; causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration.

522 Seminar in Population and Urban Studies (3:3). Pr. consent of instructor.
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

526 Comparative Minority Relations (3:3). Pr. 6 hours in sociology or consent of instructor.
Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting.

533 Political Sociology (3:3). Pr. one course in field of large-scale organization or consent of instructor.
Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories.

543 Urban Sociology (3:3). Pr. 6 hours of sociology at 300 level or above or consent of instructor.
Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict, and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development.

552 Sociology of Science and Technology (3:3). Pr. six hours of sociology at 300 level or above or consent of instructor.
Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting.

553 Sociology of Occupations and Professions (3:3). Pr. 3 hours of sociology or permission of instructor.
Nature and significance of work; culture perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society.

555 Sociology of the Family (3:3). Pr. 314, 318, 355, or consent of instructor.
Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings.

561 Sociology of Leisure (3:3). Pr. 211 or consent of instructor.
Sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports, play, and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy.

562 Sociology of Education (3:3). Pr. 6 hours of sociology at 300 level or above or consent of instructor.
Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society.

571 Social Psychology (3:3). Pr. 3 hours in sociology and 3 hours in psychology or consent of instructor.
Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context.

572 The Small Group (3:3). Pr. 3 hours in sociology and 3 hours in psychology, or consent of instructor.
How small groups form, function, and dissolve, considering especially the fundamental process involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized.

574 Socialization (3:3). Pr. 6 hours of sociology or consent of instructor.
Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle.

586 Social Aspects of Aging (3:3). Pr. 3 hours in sociology or consent of instructor.
Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research.

597, 598 Special Problems in Sociology (3), (3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for advanced students to undertake independent study or research of special interest.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Joseph M. Bryan School of Business and Economics

401 Bryan Building

James K. Weeks, Professor and Dean of the School
Donald L. McCrickard, Associate Professor and Associate Dean
Pamela R. Cash, Director of Student Services

Mission Statement

The mission of the Bryan School is to prepare students to perform successfully as business professionals in the global economy and to enhance the practice of managed organizations through high quality teaching, research, and professional service.

The Bryan School of Business and Economics is organized into four academic departments, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

Departments

Accounting
Business Administration
Economics
Information Systems and Operations Management

The School's **Office of Student Services** provides academic advising which supplements and complements faculty advising. The Director of the Center, with a professional staff, coordinates orientation, registration for the School and administers admission and retention of majors in the School.

The School's **Internship Program** integrates academic study with career-related work for eligible juniors majoring in the Bryan School. A variety of internship plans are available to meet students' needs.

Additionally the School supports three professional centers. **The Center for Applied Research** sponsors and conducts studies of particular relevance to economic and business developments in North Carolina, the southeast, and the nation. It publishes monographs and occasional papers. **The Center for Economic Education,** affiliated with the North Carolina Council for Economic Education, works to improve understanding of economic affairs, primarily in collaboration with state and local school systems. **The Center for Global Business Education and Research** promotes international business competency and literacy among students, fosters and disseminates research on global business issues, and creates outreach programs for the Triad business community.

Accreditation

Undergraduate and graduate programs offered by the Bryan School of Business and Economics are accredited by AACSB, The International Association for Management Education, and in the case of programs leading to certification to teach, by the National Council of Accreditation in Teacher Education and the North Carolina Department of Public Instruction.

Scope

Programs within the Bryan School of Business and Economics prepare students for careers in business, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 50 percent of the degree program requirements must be taken in general education and liberal arts studies outside the School. In a 122-semester-hour degree program, at least 61 hours must be taken outside the Bryan School of Business and Economics. In addition, at least 50 percent of the business credit hours required for the degree must be earned at UNCG.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the Bryan School of Business and Economics include: ACC 201, 202; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; and MGT 309, 312, 330 (331 for Accounting majors), 491; MKT 320.

Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus - for example, Agricultural Economics or Agribusiness.

Admission to the Bryan School

A student must be admitted to the Bryan School of Business and Economics and to a major or minor program of study to enroll in selected advanced level courses. Admission to the Bryan School and to the program of study is a two-step process. First, students declare an intent to pursue a specific program of study (major or minor) in the Bryan School. For prospective students, this declaration will be based on their admission to the University and the declared majors indicated on their application forms. Currently enrolled students may declare their intentions to pursue programs of study in the Bryan School by completing appropriate forms in the Bryan School Advising and Internship Center. Second, a student must be admitted to a specific program of study in the Bryan School.

Criteria for Admission to Programs of Study in the Bryan School of Business and Economics

Admission to a program of study requires successful completion of the following foundation level courses either at UNCG or in acceptable transfer credit.

BS programs:
ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191

Economics BA program:
ECO 201, 202, 250; ISM 110; and MAT 120 or 191

Business Minor program:
ACC 201 and ECO 201

All programs in the School have a GPA admission requirement equal to or higher than the University GPA requirement for graduation. In addition, the major programs of study may have additional admission requirements based on academic performance in selected foundation course work in that program. The stated requirements for admission are minimum requirements. Admission may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

Admission to a program of study should normally be sought by the second semester of the sophomore year. Students may enroll in no more than 30 semester hours in the Bryan School without being admitted to a major program in the School.

Holders of baccalaureate degrees who wish to work toward a second bachelor's degree should apply for admission immediately upon enrolling in the University and consult carefully with an advisor regarding requirements for completing the second degree. The Bryan School of Business and Economics cannot, at this time, accommodate persons who seek only to complete a series of courses in one field (such as Accounting or Information Systems). Those who enroll as candidates for second undergraduate degrees are expected to respect all course prerequisites and show evidence of orderly progress toward the second degree.

Criteria for Continuing in the Bryan School of Business and Economics

Students who have been admitted to the Bryan School of Business and Economics must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must meet the continuation requirements of their programs of study.

Transfers

Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. However, credit for any course may be obtained by examination, and passing grades on CLEP examinations may be used to establish credit in a few courses.

Suggested Academic Workload Guidelines

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty of the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

Scholarships and Fellowships

Procedures and requirements for applying for undergraduate scholarships are described in Part 3, "Expenses, Refunds, and Financial Aid."

Business Minor

The Business Minor, consisting of 21 semester hours, is available for majors outside the Bryan School of Business and Economics who are in good standing in the University. The minor complements a variety of professional, and arts and sciences fields. To earn a Business Minor, a student must meet the following requirements in the order listed:

1. Complete ACC 201 or 202 and ECO 101 or 201 with a grade of C- or better.
2. Apply for admission to the minor program in the Bryan School Advising and Internship Center, Room 232, Bryan Building. A minimum cumulative GPA of 2.00 is required.
3. Consult with an advisor in the Bryan School Advising and Internship Center to select 15 semester hours of electives.

A grade of C- or better must be achieved in each course utilized for the minor.

Honors Program

The Bryan School supports and encourages students to participate in the University Honors Program. Details regarding participation in the program are included in each departmental section.

Master of Business Administration Program

Richard Ehrhardt, Associate Professor and Director

Master of Business Administration Program Committee: Ehrhardt (Chair), Allen, Balbirer, Gargeya, Neufeld, Rathburn, Tullar

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Business Administration Major

Degree offered—Master of Business Administration, MBA

Please refer to the *Graduate School Bulletin* for a complete description of the MBA Program requirements and a listing of MBA courses.

International Business Studies Program

441 Bryan Building

Committee Members

Frank Land, Chair, International Business Studies Program, Center for Global Business Education and Research
Stuart Allen, Department of Economics
Thomas Fitzgerald, Department of Anthropology
Nur Gryskiewicz, Department of Business Administration
Jean P. Koenig, Department of Romance Languages
William Tullar, Department of Business Administration
David Olson, Department of Political Science
Riad A. Ajami, Director, Center for Global Business Education and Research, ex officio

Mission Statement

The mission of the International Business Studies Program Major is to contribute to the strategic focus of the Bryan School by providing students the best possible preparation for careers in a global economy. The program recognizes the importance of language proficiency and the multicultural nature of international business. Those needs are addressed by using an inter-disciplinary approach that emphasizes both understanding the business and economic institutions and practices in the global environment and the nature of culture and the role it plays in international business together with language proficiency.

The International Business Studies major is an interdisciplinary program in the Bryan School of Business and Economics administratively located in the Center for Global Business education and Research. Curriculum and degree requirements are recommended by an interdisciplinary committee from the Bryan School of Business and Economics and the College of Arts and Sciences. The program differs from other degree programs in the Bryan School by requiring experiences and competence in some areas, such as language, that are not required in other programs. The need to understand other cultures, societies and economies is met by requiring the more extensive liberal education requirements of the College Liberal Education Requirements (CLER) rather than the All University Liberal Education Requirements (AULER).

International Business Studies Major (Bachelor of Science)

Required: 127 semester hours

1. Formal admission to the International Business Studies Program:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191; and a foreign language at the intermediate level, e.g. FRE 204. Students are required to have a minimum grade of C- in each of the preadmission courses and an overall grade point average of 2.0 in these courses.
   b. A cumulative GPA of at least 2.5
2. 127 semester hours
3. Maintenance of a 2.5 overall GPA
4. One academic year study abroad
5. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

College of Arts and Sciences Liberal Education Requirements (CLER) (54 hours)

All students in this program must meet CLER requirements. There are specific requirements for some areas that are indicated below. Students should note that CLER requirements and the specific area requirements may differ from AULER requirements and specific requirements for other business programs.

1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP) Required: CPM (3) and CMO (3)	6
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS) Required: Nine to ten hours required, including one lab course, and at least one course from each category (CPS and CLS)	9-10
7.	Non-Western Studies (NW) Required: INS 233A	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB) Required: ECO 201 and two other SB courses each from a different department.	9
10.	World Literature (WL)	3
11.	Foreign Language (CFL) Required: proficiency in one language through the intermediate (203, 204) level; see pp. 49-50 for specific requirements.	6

12. Writing Intensive Courses — see p. 49 for complete explanation of requirements.

See pp. 44-45 and 49-50 for a detailed listing of the complete CLER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. **Fundamentals of Business (45 hours)**
   AC 201, 202; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; MGT 301, 312, 330, 491; MKT 320
2. **International Studies (27 hours)**
   Six hours in a foreign language at the intermediate level (203-204 level).
   Six hours in a foreign language beyond the intermediate level in literature, 300-level conversation, or intensive language study in a foreign country. Non-native speakers of English are exempted from the College foreign language requirements and from the six hours of literature, conversation or foreign study.
   Six hours in core International Studies courses: INS 233A and INS 400A or 400B.
   Nine hours in approved elective courses related to culture, political science, geography, or economics of countries or regions other than the United States or Canada.

Under special circumstances and with the permission of the Committee, some substitutions for required courses may be made.

DEPARTMENT OF ACCOUNTING

418 BRYAN BUILDING

Charles D. Mecimore, Professor and Head of Department
Professors Collins, Jones (Emeritus), Woelfel, (Emeritus); Associate Professors Cassill, Helms; Assistant Professor Anderson; Lecturers Leuck, Price, Shepherd; Visiting Assistant Professor Dupree and Instructor Raedy

Mission Statement

The mission of the Department of Accounting of the Joseph M. Bryan School of Business and Economics is (1) to provide high quality programs of education for accounting majors at the undergraduate and graduate levels, (2) to provide high quality courses to support the undergraduate and graduate programs offered by the Bryan School and the University at large, (3) to simulate and support productive, high quality research, scholarship, and publication, (4) to provide service, largely through committee representation to the University, the Bryan School, the Department, the Academic Accounting Community and the Accounting profession, and (5) to foster faculty interaction with the external community that serves the needs of the external community.

The primary goal of the department is to provide programs of quality education in accounting at the undergraduate and graduate levels. The undergraduate program provides an excellent foundation for accounting careers in industry, government and other not-for-profit organizations; is sufficiently broad to qualify graduates for a wide range of entry-level, business-related positions; and prepares students for further graduate-level studies in areas such as accounting, law and business administration. (Also offered as an evening program.)

ACCOUNTING MAJOR (BACHELOR OF SCIENCE)

REQUIRED

1. Formal admission to the Department of Accounting, including the following:
   a. Successful completion of ACC 201, 202, 203; ECO 201, 202, 250; ISM 110, 280; and MAT 120 or 191
   b. Grade of C or better in ACC 201, 202, 203 and ISM 280
   c. Cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB) **Required:** ECO 201 and 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ACC 201, 202, 203, 318, 319, 325, 420, 430; (Transfer credit will be given for Accounting courses at the 300-level or above only by examination.)
2. ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; MGT 309, 312, 331, 491; MKT 320

Electives

Electives sufficient to complete 122 semester hours required for degree. At least 13 hours of electives must be taken outside the Bryan School of Business and Economics.

a. One 3-hour 500-level accounting course may be elected within the 122 hour degree program.
b. Additional 500-level accounting courses may be taken above the 122 hour degree program.

HONORS IN ACCOUNTING

Requirements

Six semester hours to consist of:

3 hours of ACC 493

3 hours of HSS 490 (Senior Project)

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Accounting Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Accounting" will be printed on the student's official transcript.

ACCOUNTING COURSES (ACC)

For Undergraduates

201 Financial Accounting (3:3). Pr. second semester freshman standing.
Introduction to external financial statements of organizations, emphasizing the use of accounting information in making investment and other decisions. Addresses ethical considerations and role of financial reporting in society.

202 Managerial Accounting (3:3). Pr. second semester freshman standing.
Introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization.

203 Double-Entry Formal Accounting Systems (1:1). Pr. grade of C or better in 201.
Essential aspects of accounting cycle, including journalizing and posting transactions, making necessary adjustments, preparing financial statements and closing the books.

318 Intermediate Accounting I (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202 and 203; junior standing.
Focuses on the conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the preparation, presentation, interpretation, and use of financial statements.

319 Intermediate Accounting II (3:3). Pr. admission to program or other approved program; grade of C or better in 318; junior standing; pr. or coreq. 325.
The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements.

325 Accounting Transaction Processing Systems (3:3). Pr. admission to program or other approved program; grade of C or better in 318; junior standing.
Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies. (Formerly ACC 317)

420 Income Tax Accounting (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202, and 203; senior standing.
Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems.

430 Cost Accounting (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202 and 203; senior standing.
Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

499 Independent Research in Accounting (1 to 3). Pr. admission to program and with permission of Department; senior standing. • *May be repeated for credit with approval of Department Head.*
Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration.

For Advanced Undergraduates and Graduate Students

510 Accounting for Governmental and Not-for-Profit Organizations (3:3). Pr. grade of C or better in 318, admission to Department or other professional program approved by the Department; senior or graduate standing.
Designed to provide an understanding of accounting theory and practice for governmental and not-for-profit entities.

520 Federal Taxes and Management Decisions (3:3). Pr. admission to Department or other professional program approved by the Department; senior or graduate standing.
This course examines the impact of federal income taxes on common business transactions and management decisions. It is designed for the non-tax specialist desiring a broader exposure to income taxes.

530 Cost Management Systems (3:3). Pr. grade of C of better in 430 or MBA 612, admission to Department or other professional program approved by the Department; senior or graduate standing.
Principal topics are cost management systems for strategic planning, controlling, and decision-making; and product costing using concepts or resource consumption. Life cycle costing and world class accounting are emphasized.

540 Auditing Concepts (3:3). Pr. grade of C or better in 319 and 325, admission to the Department or other professional program approved by the Department; senior or graduate standing.
Theory and practice of operational, compliance, and financial auditing; auditing standards and procedures, ethics, rules of evidence, transaction cycle controls.

542 Specialized Accounting Entities (3:3). Pr. grade of C or better in 319, admission to Department or other professional program approved by the Department; senior or graduate standing.
Theory and practice associated with business combinations, consolidated financial statements, partnerships, branches, governmental units, nonprofit organizations, international operations, bankruptcy and other accounting topics related to specialized accounting entities.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Business Administration

366 Bryan Building

Benton E. Miles, Professor and Head of Department

Professors Ajami (Hayes Distinguished Professor of Business), Johnson, Jud, Lucas, Moran, Muchinsky (Bryan Distinguished Professor of Business); Associate Professors Balbirer, Brown, Buttner, Gryskiewicz, Land, McEnally, Tullar, Williamson, Wingler, Winkler; Assistant Professors Kirkman, Lowe, Rathburn; Adjunct Assistant Professor Novelli; Lecturers Arledge, Caddell, Cash, Hassell, Holderness, James, Johnson, Kaiser, McLeod, McMillian, Perry, Sowers, Yarbrough

Mission Statement

The Business Administration faculty recognizes that the fundamental mission of a university is the creation and dissemination of knowledge. The Business Administration faculty contribute to accomplishing their mission through three mutually supporting activities. The faculty's first priority is to impart knowledge and skills through instructional programs. The second priority is to create knowledge through basic and applied research. The third priority is to provide public service through involvement in University, professional and community activities.

The Department of Business Administration offers two majors, Business Administration and Finance, Insurance, and Real Estate, which lead to the Bachelor of Science degree.

Business Administration Major

The objective of the Business Administration major is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialities through a choice of a concentration:

Human Resources places focus on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

Marketing is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management. (Also offered as an evening program.)

Small Business focuses on special issues related to the organization and management of smaller enterprises, family-owned business and entrepreneurships.

Business Studies is most appropriate for those who want a broad business exposure without the need to concentrate specifically in one functional area.

Finance, Insurance, and Real Estate Major

The undergraduate finance, insurance and real estate program deals with the theory, organization, and operation of the financial system from both a market and a managerial viewpoint. Students are expected to develop analytical abilities and to present their analyses in both written and oral form.

The Department of Business Administration offers a Bachelor of Science degree with a major in finance, insurance and real estate. Undergraduate majors are offered a broad range of courses from the areas of financial management, risk and insurance, and real estate.

Graduates may take managerial positions in controllership or treasury work in non-financial businesses as well as a wide array of careers in financial services and banking. In addition, the degree may lead to positions in risk management and real estate departments of public agencies and private corporations as well as insurance and real estate companies.

At the graduate level, the department offers courses in finance , risk management, and real estate as part of the Master of Business Administration (MBA) program.

Honors in Business Administration

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared major in one of the areas of Business Administration
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in *Area of Study*" (areas of study include Business Administration or Finance) will be printed on the student's official transcript.

Business Administration Major (Bachelor of Science)

Required

1. Formal admission to Business Administration:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)— Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB)— Required: ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ACC 201, 202; ECO 201, 202, 250, 300; ISM 110, 280, 360; FIN 315; MGT 309, 312, 330, 491; MKT 320
2. Students should select one of the concentrations listed below:

   Human Resources

   MGT 313; any three of the following: MGT 314, 315, 317, 475; ECO 370

   Marketing

   MKT 426, and any three of the following: BUS 550; MKT 302, 307, 418, 421, 422, 424

   Small Business

   MGT 301, 314, 470; MKT 403, and one of the following: MKT 306, 424; MGT 315, 375, 475

   Business Studies

   18 hours of approved electives; at least 12 hours must be at the 300-level or above. Up to six hours may be taken outside the Department, but within the Bryan School.

Continuation Requirements

Students who have been admitted to the Business Administration Major must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must make a grade of C or better in the coursework required for their concentration.

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

Finance, Insurance and Real Estate Major (Bachelor of Science)

REQUIRED

1. Formal admission to Finance, Insurance and Real Estate:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C or better in ACC 201
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

All students must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)— Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB)— Required: ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. FIN 315, 320, 325, 330
2. Two additional finance courses selected from: FIN 300, 410, 415, 420, 430, 442, 444, 449, 471, 472, 473, 493, 499.
3. Related Areas: ACC 201, 202; ECO 201, 202, 250, 300; ISM 110, 280, 360; MGT 309, 312, 330, 491; MKT 320

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

Business Administration Courses (BUS)

For Undergraduates

100 Global Business, Markets, and Society (3:3). • *Open to all students.*
Introductory exploration of the role of business in a free market society. Introduction to basic business terminology. Examination of current business issues facing actual companies.

105 Introduction to Business Skills Development (1:2).
Development of business skills determined by employers as critical for success. Fosters development of skills early in a student's academic career to promote success in both college and work.

220 Experimental Course: Field Experience in Business (3-6). Pr. written approval of faculty.
Designed to give students an early business experience. Requirements include a minimum of 300-600 hours of employment and completion of designated educational activities. Contact will be maintained with UNCG faculty. (Offered SP98)

For Advanced Undergraduates and Graduate Students

550 Directed Business Practice (1-4:1:3-12). Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.
Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as BME 550)

Finance, Insurance and Real Estate Courses (FIN)

For Undergraduates

300 The Management of Personal Finance (3:3).
Personal budgeting and accounting; borrowing money; buying on credit, personal income tax returns; saving and wise investment of savings; insurance; home ownership.

315 Business Finance I (3:3). Pr. admission to a program of study within The Bryan School or other professional program approved by the School.
Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure.

320 Principles of Risk Management and Insurance (3:3). Pr. grade of C or better in 315; junior standing; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included.

325 Fundamentals of Real Estate (3:3). Pr. grade of C or better in 315; junior standing; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law.

330 Financial Institutions and Markets (3:3). Pr. grade of C or better in 315; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international and financial markets. Government policy objectives and regulations as influences on the financial system.

410 Business Finance II (3:3). Pr. grade of C or better in 315; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning.

415 Advanced Corporate Finance (3:3). Pr. admission to a program of study within The Bryan School or other professional program approved by the School; 410.
An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions.

420 Real Estate Finance (3:3). Pr. grade of C or better in 315; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of real estate finance, and real estate appraisal and investment analysis.

430 Real Estate Investment (3:3). Pr. 315; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Introduction to the foundations and practices in real estate investment. The principal emphasis is on real estate investment principles and concepts, the investment environment, financial analysis and practical applications.

442 Investments (3:3). Pr. 330; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long- and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs.

444 International Finance (3:3). Pr. 330; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations.

449 Seminar in Finance (3:3). Pr. admission to program or other approved program; grade of C or better in 315.
Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester.

471 Life Insurance and Financial Planning (3:3). Pr. 320; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth.

472 Property and Liability Insurance (3:3). Pr. 320; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk.

473 Risk Management (3:3). Pr. 320; admission to a progrm of study in the Bryan School or other professional program approved by the School.
Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans, self-insurance, and captive insurer alternatives.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

499 Problems in Finance (3:3). Pr. senior majors or others by consent of instructor; grade of C or better in 315. • ***May be repeated for credit with approval of Department Head.***
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester.

Please refer to the *Graduate School Bulletin* for graduate level courses.

Management Courses (MGT)

For Undergraduates

200 Management of Organizations (3:3). Pr. sophomore standing.
An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations.

301 Introduction to International Business (3:3). Pr. grade of C- or better in 312; admission to approved program.
Introduction to the environmental factors which increasingly cause businesses to become international in the scope of their activities. Nature of global business and multinational organizations analyzed.

309 Business Communications (3:3). Pr. junior standing and admission to approved program.
Business and professional communication: job search skills; teamwork; communication technology; verbal and non-verbal strategies. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

312 Human Behavior in Business Organizations (3:3).
Businesses as a generic class of organizations. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations.

313 Human Resource Management (3:3). Pr. grade of C- or better in 312.
An analysis of how human resources contribute to organizational performance, and the management of those human resources including recruitment, selection, compensation, training and development, performance, appraisal, and union/management relations.

314 Industrial and Organizational Psychology (3:3). Pr. admission to approved program; grade of C- or better in 312.
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as PSY 314.)

315 Selection and Compensation (3:3). Pr. admission to program of study within the Bryan School or other approved program; grade of C- or better in 312; 314
Selection theory and the uses of assessment devices. Principles of compensation and job evaluation. Market surveys and their effects on pay structure.

317 Training and Development in Organizations (3:3). Pr. 314; admission to approved program; grade of C- or better in MGT 312.
Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system.

330 The Legal Environment of Business (3:3).
Survey of the legal, political, and ethical environment in which business decisions are made. Anti-trust, employment, and consumer and creditor laws included. Federal, state, and international laws covered.

331 Legal Aspects of Business Transactions (3:3). Pr. admission to BS Accounting program.
Subjects covered include court systems, contract and sales law, professional ethics, business political activities, anti-trust laws, international laws, and other matters of public policy.

332 Legal Aspects of Management (3:3). Pr. 330 or 331; admission to approved program, or permission of instructor.
Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency.

354 Women, Work, and Management (3:3). Pr. MGT 200 or SOC 211; junior standing.
Examination of women's participation in the the U.S. labor force and work organizaitons with special attention to issues for women in management. Markham. (Same as SOC 354.)

373 Experimental Course: Managing Diversity in Organizations (3:3).
Development of an inclusive definition of diversity and exploration of ways to manage diversity as a resource/process for new learning, for innovation, and for individual and organizational growth. (Offered SU98)

375 Management Process Skills (3:3). Pr. grade of C- or better in 312; admission to approved program.
Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases.

470 Small Business Management (3:3). Pr. grade of C- or better in 312; MKT 320, FIN 315, ISM 360; admission to approved program..
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

475 Employment and Human Resource Law (3:3). Pr. junior standing; grade of at least C- in 312 or permission of instructor; admission to approved program.
National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices. (FA)

491 Business Policy and Strategy (3:3). Pr. 309, 312, MKT 320, FIN 315, ISM 280, 360; senior standing; admission to approved program; pr. or coreq. MGT 330 (for Accounting majors, MGT 331).
Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

499 Problems in Management (3:3). Pr. senior majors or others by consent of instructor. • ***May be repeated for credit with approval of department head.***
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester.

For Advanced Undergraduates and Graduate Students

519 Business Report Writing (3:3). Pr. 309 or permission of instructor.
Continuation of 309. Emphasis on organizing and writing realistic business reports, including research methodology which precedes report preparation.

Please refer to the *Graduate School Bulletin* for additional graduate level courses.

Marketing Courses (MKT)

For Undergraduates

306 Introduction to Retailing (3:3).
Introductory course in the fundamentals of store organization, management, and merchandising.

307 Selling and Sales Management (3:3).
Special problems involved in marketing with emphasis on the sales process.

320 Principles of Marketing (3:3). Pr. junior standing and admission to approved program.
General survey including marketing decision-making and models, buyer behavior, channels of distribution, and marketing research. Topics treated from a managerial viewpoint.

321 Advanced Marketing Management (3:3). Pr. ISM 110, ACC 202, ECO 250, grade of C- or better in MGT 320; admission to approved program.
Advanced analysis and decision-making techniques in marketing, including some computer applications. Emphasis on strategic view of marketing rather than just tactical view and practical applications of marketing knowledge.

403 Marketing for Small Firms (3:3). Pr. grade of C- or better in 312 or 320; admission to approved program; senior standing.
Special nature of small business and the marketing implications. Addresses general marketing issues and specific, "real world" marketing problems. Small business firms serve as clients for student consulting teams.

408 Operating Problems in Retailing (3:3). Pr. 306; junior standing; admission to approved program.
Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.

418 Advanced Merchandising (3:3). Pr. 306, 307; junior standing; admission to approved program.
Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.

421 Promotion Management (3:3). Pr. grade of C- or better in 320; admission to approved program.
Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint.

422 Fundamentals of Marketing Research (3:3). Pr. ECO 250, grade of C- or better in 320; admission to approved program.
Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results.

424 Consumer Behavior (3:3). Pr. grade of C- or better in 320; junior standing; admission to approved program.
Psychological and socioeconomic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socioeconomic groups.

426 International Marketing (3:3). Pr. grade of C- or better in 320; admission to approved program.
Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

Business and Marketing Education Courses (BME)

For Undergraduates

413 Special Problems in Business and Marketing Education (1 to 3). Pr. junior standing.
Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course.

463 Business/Marketing Education Instructional Materials and Methods (3:3). Pr. senior standing.
Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.

465 Supervised Teaching (9). Pr. 463; ELC 381, CUI 390, 450, 470.
Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least twelve weeks.

469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3). Pr. senior standing.
Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional and state levels.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

550 Directed Business Practice (1-4:1:3-12). Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.
Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as BUS 550)

555 Coordination of Work-Based Programs (3). Pr. junior standing.
Philosophy, principles, strategies, techniques, and procedures for coordination of work-based programs. Emphasis on elements common to all areas of work-based programs. Review and analysis of pertinent research.

597 Survey of Business and Marketing Education (3:3). Pr. junior standing and permission of director.
Designed primarily for business and marketing education teachers. Emphasis on philosophy and organization of business and marketing education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures.

598 Curriculum and Classroom Organization of Business and Marketing Programs (3:3). Pr. junior standing and permission of director.
Designed for pre-service and in-service teachers of business and marketing programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.

599 Selected Topics in Business and/or Marketing Education (1 to 3). Pr. junior standing and permission of division director. • *May be repeated for credit if content is changed.*
Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Economics

462 Bryan Building

Stuart D. Allen, Professor and Head of Department
Professors Caldwell, Link, Neufeld, Ruhm; Associate Professors Layson, Leyden, McCrickard (Associate Dean), Snowden; Assistant Professor Brod; Lecturers Redmond, Watts

Mission Statement

The mission of the Department of Economics supports the teaching, research and service mission of the University and the Bryan School of Business and Economics. We strive to offer professional business and liberal arts education that prepares students to enter the competitive global job market, to enhance their careers, and to earn graduate and professional degrees; to provide quality teaching in our mutually supportive undergraduate and graduate programs; to gain national recognition for our scholarship and our graduate programs; and to use our expertise and service to encourage economic understanding among North Carolina citizens and to foster economic development within the Triad and the state.

The Department of Economics provides students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science concerned with public policy issues such as pollution and the environment, the health system, central bank policy and inflation, unemployment and the productivity of the labor force, economic growth, and international trade and finance.

The Economics Department offers two undergraduate degrees: a liberal arts Bachelor of Arts and a Bachelor of Science through the Bryan School of Business and Economics. Requirements for the BS degree include a core of courses common to all professional degree programs in the Bryan School: twelve hours of economics and thirty-three hours in accounting, finance, management, and information systems and operations management, and at least eighteen additional hours of economics. The Department also offers a BS degree in economics with a concentration in financial economics that substitutes three elective courses in economics with three finance electives and requires the second statistics course (ECO 351).

The BA degree allows a student to earn a liberal arts degree and to have the flexibility to double major. A major in economics can be combined with a major in areas such as international business studies, geography, political science, history, English, mathematics, and the sciences. Interdisciplinary work in the areas of the environment, regional development, public policy, health or gerontology can be taken by the enterprising student who seeks out appropriate coursework in a variety of departments. A degree in economics provides the student with enhanced access to the job market and to graduate and professional schools. Additional statistical and quantitative coursework allows a student to develop research skills and computer expertise that are very important for the job market and for entry into graduate programs.

The Economics Department offers a thirty-hour Master of Arts degree in Economics and a thirty-six hour Master of Arts degree in Applied Economics that provide the student with the theoretical and empirical training to enter the job market as employable by a professional economist, state and federal

government agencies including the Bureau of Labor Statistics and the Federal Reserve System, and nationally-recognized companies in manufacturing, financial services, electric utilities, telecommunications, and health care.

The Economics Department also offers qualified students the opportunity to accelerate their study of economics by taking MA courses for graduate credit during their senior year. This accelerated program of study is especially attractive to students who enter the University with advanced placement credit or who earn additional credit hours during summer. The program enables students the opportunity to earn the MA degree in one additional year of study.

Teacher licensure is also available for economics majors (see Part 7).

ECONOMICS MAJOR (BACHELOR OF ARTS)

REQUIRED

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ECO 101 or 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C- or better in ECO 301
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the major hours must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB) Required: two SB courses outside Bryan School	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 101 or 201, 202, 250, 300, 301, 327, 346
2. Economics electives: 12-15 hours

Electives

Electives sufficient to complete 122 total semester hours required for degree.

ECONOMICS MAJOR (BACHELOR OF SCIENCE)

REQUIRED

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C- or better in ECO 301
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB) Required: ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 300, 301, 327, 346
2. Economics electives: 9-15 hours
3. Related areas: ACC 201, 202; FIN 315; ISM 110, 280, 360; MGT 309, 312, 330, 491; MKT 320

Electives

Electives sufficient to complete 122 total semester hours required for degree. At least 13 hours of free electives must be taken in courses outside business and economics.

HONORS IN ECONOMICS

Requirements

Six semester hours to consist of:

3 hours of HSS 330 (Independent Study) or ECO 493 (Honors Work)

3 hours of HSS 490 (Senior Project)

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Economics Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Economics" will be printed on the student's official transcript.

CONCENTRATION IN FINANCIAL ECONOMICS

A student can earn a BS degree in Economics with a concentration in financial economics by taking the courses required for a BS degree plus ECO 351 and a minimum of three finance electives in lieu of three economics electives. A maximum of two additional economics and finance electives may be taken. ECO 101 and FIN 300 cannot count as electives. FIN 330 may be substituted for ECO 327.

ECONOMICS AS A SECOND MAJOR

Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary. Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

ECONOMICS MINOR

ECO 101 or 201 and fifteen semester hours of economics are required to complete a minor. An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

TEACHER LICENSURE IN SOCIAL STUDIES

Students seeking teacher licensure should see "Teacher Education Programs", Part 7. Licensure in social studies is available for economics majors. See especially p. 229.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ECONOMICS AND MA IN ECONOMICS

The accelerated program in Economics provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree.

Interested students should:

• have Summer School credit or Advanced Placement credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year. See courses on pp.14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Economics as early as possible.

- earn a minimum GPA of 3.5 in economics courses and 3.0 in the University.
- take ECO 301, 319 and 351 (required for accelerated students) by the end of their junior year.
- take ECO 554 as either undergraduate or graduate credit depending on the undergraduate credit needs of the student.
- receive provisional admission to the MA program in order to take 600 level courses for graduate credit while enrolled as an undergraduate.
- take the GRE in the fall of the senior year.
- seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Economics/MA in Economics

		Hrs	Rdc
A.	**AULER Component (36 hours max)**		
	See additional AULER area requirements and available AP credit on p. 45.	30	
	Special AULER area requirements for this program:		
	Mathematics (MT)— *required: MAT 120 or 191*	3	
	Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and one other RD course*	6	
	Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See B below)*	6	-6
	Total Hours	45	
	Total Hours (reduced)	**39**	**(-6)**
B.	**Economics Major Requirements (30-37 hours)**		
	NOTE: see p. 243 for admission requirements to the Department of Economics. A 3.50 GPA in economics is required for admission to the accelerated program.		
1.	ECO 101 or 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346	18	
2.	ECO electives	12-19	
	Total hours	**30-37**	
C.	**Electives 46-53**		
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
D.	**Requirements for MA in Economics (30-33 hours)**		
	Fall of Senior Year (minimum 6 hours)		
	ECO 619 (graduate credit)	3	
	ECO 554 (undergraduate or graduate credit)	3	
	ECO 654 (graduate credit)	3	
	Spring of Senior year and/or 5th Year (24-27 hours)		
	ECO 645A (Fall)	3	
	ECO 645B (Spring)	2	
	ECO 646 (Fall)	2	
	Either ECO 647 (Spring)	4	
	Or ECO 648 (Spring)	4	
	ECO 694 and 695, or ECO 694 and 696	6	
	Sufficient Electives	7-13	
	TOTAL SEMESTER HOURS FOR MA IN ECONOMICS (requires 694 and 695)	**30**	
	OR		
	TOTAL SEMESTER HOURS FOR MA IN APPLIED ECONOMICS (requires 694 and 696)	**36**	

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ECONOMICS AND MPA IN PUBLIC AFFAIRS

The accelerated program in Economics/Public Affairs provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

• have Summer School credit or Advanced Placement credit in order to reduce the number of required hours necessary to be taken during the senior year. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Economics as early as possible.

• take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Economics/MPA in Public Affairs

		Hrs	Rdc
A.	**AULER Component (36 hours max)**		
See additional AULER area requirements and available AP credit on p. 45.		30	
Special AULER area requirements for this program:			
Mathematics (MT)— *required: MAT 120 or 191*		3	
Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and one other RD course*		6	
Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See B below)*		6	-6
	Total Hours	45	
	Total Hours (reduced)	**39**	**(-6)**
B.	**Economics Major Requirements (30-37 hours)**		
NOTE: a grade of C- in ECO 301 and a minimum GPA of 2.0 is required for admission to the Department of Economics			
1.	ECO 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346	18	
2.	ECO electives	12-19	
	Total hours	**30-37**	
C.	**Electives (46-53 hours)**		
1.	Recommended in PSC: PSC 210, 310	6	
2.	Other recommended electives: ACC 201, 202, MGT 312, 320, 330	15	
3.	Other electives	25-32	
	Total hours	**46-53**	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
D.	**Related Requirements for MPA in Public Affairs (42 hours)**		
	Senior Year (14 hours)		
	PSC 600, 602, 511C (Fall)	7	
	PSC 601, 603, 511B (Spring)	7	
	Summer following Senior year (6 hours)		
	PSC 695, 696 (internship)	6	
	Graduate or 5th Year (19 hours)		
	PSC 511J, 604, two PSC electives, Comps I (Fall)	10	
	PSC 612, two PSC electives, Comps II (Spring)	9	
	Summer following 5th year (3 hours)		
	One 3-hour PSC elective		
TOTAL MPA SEMESTER HOURS		**42**	

ECONOMICS COURSES (ECO)

For Undergraduates

101 Introduction to Economics (3:3). • *Open to freshmen.* • *Not open to persons with credit for 201, 202, or equivalent.*
Introduction to basic economic concepts and public policy issues with application to the contemporary American economy. [SB, CSB].

201 Principles of Microeconomics (3:3).
Introduction to microeconomic principles and analysis. Topics include: the market economy, supply and demand, shortages and surpluses, competition and monopoly, international trade, and public policy issues. [SB, CSB].

202 Principles of Macroeconomics (3:3). Pr. 101 or 201, or permission of instructor.
Introduction to macroeconomic principles and analysis. Topics include the national income, the monetary system, inflation, business cycles, fiscal policy, the national debt, exchange rates, balance of payments, and economic growth. [SB, CSB].

250 Economic and Business Statistics I (3:3). Pr. MAT 120 or 191, ECO 101 or 201, and ISM 110, or permission of instructor.
Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with microcomputer applications.

300 The International Economy (3:3). Pr. 101 or 201, and 202, or permission of instructor. • ***Students are required to take ECO 300 by the first semester of their junior year or as soon after admission to a degree program as possible.***
Examines the history, structure, and institutional foundations of the international trading system. Analyzes the impact of trade on economic growth, employment and living standards with a focus on contemporary issues. (Formerly ECO 203)

301 Intermediate Microeconomic Theory (3:3). Pr. 101 or 201, MAT 120 or 191.
Intermediate level analysis of consumer theory and theory of the firm. Other topics include market failure, savings and investment, risk and uncertainty, wage determination and income distribution.

310 The U.S. in the Global Economy: 1700-2000 (3:3). Pr. 101, or 201 and 202, or permission of instructor.
Examination of the history of the United States in the international economy. Examines trade policy, technological and industrial leadership, immigration, the depression, and American post-WWII dominance.

311 Managerial Economics (3:3). Pr. 250.
Economic analysis of management and firm behavior. Topics include: the nature of the firm, managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, R&D, and mergers. (Occ)

312 Economics of Technology (3:3). Pr. 101 or 201.
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. (FA/SP)

319 Quantitative Analysis I (3:3). Pr. MAT 120 or 191, and ECO 201.
Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization. (SP)

323 Public Finance (3:3). Pr. 101 or 201.
The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes). (FA)

325 Current Issues in Economics (3:3). Pr. 101 or 201, and 202, or permission of instructor.
Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture, stock market. (Occ) (Formerly ECO 260)

327 Money and Economic Activity (3:3). Pr. 202.
Emphasis on legal, institutional, and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies, and problems analyzed. International as well as domestic monetary analysis. (FA/SP)

346 Intermediate Macroeconomic Theory (3:3). Pr. 301, 327, admission to Department of Economics or other approved program.
Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth. (SP)

351 Economic and Business Statistics II (3:3). Pr. 250.
Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and finance. Use of statistical programs. (FA,SP)

360 International Monetary Economics I (3:3). Pr. 202.
Analysis of balance of payments and international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks. (SP)

363 European Economic History (3:3). Pr. 101 or 201.
Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as HIS 363.)

370 Labor Economics (3:3). Pr. 201.
Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality, and public policy. (FA/SP)

375 Government and Business (3:3). Pr. 201.
Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation. (SP)

380 Environmental and Natural Resource Economics (3:3). Pr. 101 or 201 or permission of the instructor.
Examination of environmental problems in market economies. Topics include the economic theory of pollution and its control, common-property resources, renewable and other resources, endangered species, population growth, and international problems. (FA/SP)

390 Health Economics (3:3). Pr. 101 or 201 or equivalent, or permission of instructor.
Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform. (FA/SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

499 Problems in Economics (3:3). Pr. 201 and consent of instructor. • ***May be repeated for credit with approval of Department Head.***
Independent study, research, and discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester.

For Advanced Undergraduates and Graduate Students

505 Economics for Educators (3:3). • ***Not open to majors in economics and management.*** • ***Does not count toward a graduate degree in economics or business administration.***
Principles of economics with application to selected problems such as economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for preservice and in-service teachers.

510 Law and Economics (3:3). Pr. 201.
Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process.

513 Directed Studies in Economics I (1-3). Pr. 21 s.h. of economics and consent of instructor.
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.

517 American Economic History: Colonial Times to 1865 (3:3). Pr. 201 or consent of instructor.
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and welfare. (Same as HIS 517)

518 American Economic History: 1865 to Present (3:3). Pr. 201 or consent of instructor.
Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. (Same as HIS 518) (SP)

523 Topics in Public Finance (3:3). Pr. 301.
Examination of market failure, public goods, economic efficiency, income distribution, and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects.

530 Urban and Regional Economics (3:3). Pr. 301 or permission of instructor.
Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

540 Economic Development (3:3). Pr. 201.
Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of less developed nations.

550 Comparative Economic Systems (3:3). Pr. 201.
Capitalism, socialism, communism, and fascism as economic systems and as philosophies; strength and weakness in each system.

553 Economic Forecasting (3:3). Pr. 351, 554, or permission of the instructor.
Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

554 Econometrics I (3:3). Pr. 201, 250, or permission of the instructor.
Basic econometrics: topics include the standard linear model, classical assumptions, violations of assumptions, test and corrective procedures application to economic data using SAS or other statistical software.

555 History of Economic Thought (3:3). Pr. 202.
Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. (FA)

560 Topics in International Economics (3:3). Pr. 301 or permission of instructor.
Mechanism and theory of international trade. Selected current problems in international economic and commercial policies.

570 Topics in Labor Economics (3:3). Pr. 301 or permission of instructor.
Advanced theory and research related to labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

575 Industrial Organization and Public Policy (3:3). Pr. 301 or permission of instructor.
Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

589A Experimental Course: SAS II (1.5:1.5). Pr. 351 or MBA 610; and SAS knowledge.
Use of additional SAS programming techniques: manipulation of data in order to clean it up, creation of new data, re-coding of values, merging various data, generation of random samples, summaries of data, creation of charts, plots and analyses. (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Information Systems and Operations Management

479 Bryan Building

Gerald L. Hershey, Professor and Head of Department

Professor Weeks (Dean); Associate Professors Amoako-Gyampah, Eatman, Ehrhardt, Herschel, Taube; Adjunct Associate Professor Grandon; Assistant Professors Balthazard, Gargeya, Koh, Nemati, Steiger; Instructor Lundin; Lecturers Cantrell, Knapp, Lockley

Mission Statement

Our mission is to integrate quality instruction in information systems and operations management with relevant research and professional services. This integration will help students develop an appropriate background and critical skills needed to function effectively in a global, technology-driven environment. We strive to fulfill this mission as an integral part of the Bryan School of Business and Economics and in support of its mission and purposes. Our chief goal is to provide top-tier information systems and operations management programs in North Carolina as assessed by employers of our graduates.

Programs offered by the department include study of information technology and process analysis applied to business operations and management decision making. Career opportunities are excellent for quality graduates of either of the concentrations. All students in departmental programs gain extensive experience using networked computer systems and contemporary applications software.

The department assists professional student development, participates in the School's internship program, and assists students with career planning and placement. Students with appropriate academic records are encouraged to seek an internship as juniors or seniors.

Admission and Repeat Policies

Effective Fall 1998, admission to the ISOM Department requires a minimum cumulative GPA of 2.5 with at least six credit hours earned in ISOM courses at UNCG. Requirements in future years may be higher or lower depending upon departmental capacity and student demand. If enrollments threaten program quality, students' registration in upper level courses will be based upon their cumulative GPAs. This means that some admitted students may not be permitted to register in upper level courses if demand exceeds capacity.

Information Systems and Operations Management Major (Bachelor of Science)

Required

1. Formal admission to the Department of Information Systems and Operations Management, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; and MAT 120 or 191
   b. Grade of B- or higher in ISM 110 and 210, and C or higher in ISM 280
   c. A cumulative GPA of at least 2.5
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

Concentrations

- Information Systems
- Operations and Systems Management

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB) Required: ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

For Both Concentrations

1. ISM 110, 210, 280, 301, 318, 360, 401
2. Related areas: ACC 201, 202; CST 341; ECO 201, 202, 250, 300; FIN 315; MGT 309, 312, 330, 491; MKT 320

Information Systems Concentration

1. Required: ISM 240, 310, 452
2. Six hours of electives from: ISM 303, 304, 305, 325, 402, 492, or approved electives

Operations and Systems Management Concentration

1. Required: ISM 306, 402, 432
2. Six hours from: ISM 240, 303, 304, 310, 325, 492, or other approved electives

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 11 hours of the free electives must be taken in courses outside business and economics.

Honors in Information Systems and Operations Management

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared ISOM Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Information Systems and Operations Management" will be printed on the student's official transcript.

Information Systems and Operations Management Courses (ISM)

For Undergraduates

110 Business Computing I (3:3). • *Open to freshmen and other students seeking an introduction to computer usage.*
Introduction to computer hardware, software and microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions.

210 Business Computing II (3:3). Pr. grade of B- or higher in 110 or consent of instructor.
Advanced techniques in the use of microcomputer applications, including desktop publishing, spreadsheets, database systems, and linkages between applications. Study of how end user applications are managed and contribute to business.

230 Quantitative Business Analysis (3:3). Pr. MAT 120 or 191 and coreq. ECO 250.
Survey of the current management science techniques for business and economic decision making. Topics covered include decision making under risk, decision making under uncertainty, linear programming, waiting line theory, network models, and simulation.

240 Business Programming I (3:3). Pr. 110.
Introduction to the planning and creation of computer programs for solving business-related problems. Emphasis on problem analysis and structured programming techniques. Students utilize a procedural programming language.

280 Business Processes and Information Technology (3:3). Pr. 110, ECO 201, ACC 201.
The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology.

301 Systems and Process Analysis (3:3). Pr. admission to Department.
Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

303 Total Quality Management (3:3). Pr. admission to program of study within the Bryan School or other professional program approved by the School.
Introduction to the concepts, principles, and practices of managing quality in organizations. Topics covered include perspectives on quality, importance of a customer focus, continuous improvement, employee involvement, and quality tools. (SP)

304 Managing and Organizing Projects (3:3). Pr. Admission to program of study within Bryan School or other professional program approved by the School.
An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities. (FA)

306 Operations Support and Communication (3:3). Pr. C+ or better in ISM 301 and admission to the Department.
Impact of technology on organizational communications, processes, and performance. Techniques for end user training and for critical evaluation of uses of information technology. (FA) (Formerly ISM 305)

310 Business Programming II (3:3). Pr. admission to Department or other approved program; grade of B- or higher in 240.
Study of advanced procedural software structures such as multidimensional arrays and tables, indexed file processing, and interactive processing. Introduction to object oriented software structure such as class definitions, object instances, and class methods.

318 Database Systems (3:3). Pr. admission to Department or permission of instructor.
Study of database management systems including their design, implementation, query and use. Includes an extensive case study requiring the development of a multiple table database system for organizational needs. (FA,SP) (Replaces ISM 315, 316, 317)

325 Topics in Applications Development (1-3). Pr. admission to the Department or permission of instructor. • *May be repeated for credit when topic varies.*
Study of specific application development environments and development tools to support business application development.

360 Operations Management (3:3). Pr. admission to program of study within the Bryan School or other professional program approved by the School.
Survey of the operations functions of organizations with emphasis on design and control decisions. Qualitative and quantitative problem-solving methods used to enhance managerial competence in the operations functions.

401 Telecommunications Management (3:3). Pr. 301 and admission to Department.
Telecommunications technology and the use of that technology in business. Coverage of voice, data, and video communications and LANs and WANs. Emphasis on the delivery and management of telecommunications services.

402 Logistics and Supply Chain Management (3:3). Pr. grade of C+ or better in ISM 360 and admission to the Department.
Roles of distribution and materials management in operations. Topics include inventory and distribution management, purchasing, logistics and supply chain management. Appropriate software used to facilitate decision-making. (FA) (Formerly ISM 462)

432 Operations and Systems Management Project (3:3). Pr. B- or better in ISM 306 and 402.
Semester-long project in Operations and Systems Management. Activities will include project planning, assessment and implementation planning. Development of documentation for management and training materials for end users. (SP) (Formerly ISM 472)

452 Design of Management Information Systems (3:3). Pr. admission to program or other approved program; and grade of C or better in 301, 310 and 318.
Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

461 Production Management Controls (3:3). Pr. 360.
Analysis of development, execution, and control of an operating plan for an organization, including discussions of material and capacity control, quality control, and Japanese techniques. Cases and a term paper/project.

463 Production/Operations Management Simulation (3:3). Pr. 360.
Seminar simulating operation of a complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer.

492 Advanced Topics in Business Information Systems (3:3). Pr. 301 and senior standing.
Advanced study of topics of interest to those in Information Systems. Group discussions and study emphasized.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

498 Independent Study (1 to 3). Pr. consent of instructor, senior standing and approval of written plan of study prior to registration.
Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration.

499 Problems in Information Systems and Operations Management (3:3). Pr. consent of instructor. • *May be repeated for credit with approval of Department Head.*
Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

School of Education

329 Curry Building

David G. Armstrong, Professor and Dean of School
Ada Vallecorsa, Associate Professor and Associate Dean

The School of Education comprises five departments and the Collegium for the Advancement of Schools, Schooling and Education. Within the Collegium are four centers, a consortium and various externally funded projects.

Departments

Counseling and Educational Development (CED)
Curriculum and Instruction (CUI)
Educational Leadership and Cultural Foundations (ELC)
Educational Research Methodology (ERM)
Library and Information Studies (LIS)
Specialized Education Services (SES)

The Collegium

Center for Educational Research and Evaluation
Center for Educational Studies and Development
Center for Information Technologies Education
Center for School Accountability and Staff Development
Piedmont Triad Horizons Education Consortium

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Curriculum and Instruction offers undergraduate degrees as well; its Bachelor of Science programs prepare students for Class "A" licensure in North Carolina. Undergraduate majors are available in Elementary and Middle Grades Education, and Education of the Deaf.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (Music; Health and Human Performance; Human Environmental Sciences; Bryan School of Business and Economics) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical, and psychological foundations, methodology, and curriculum and student teaching. Recent emphases in competency-based curricula and individualized programming contribute to new designs of teacher education programs.

All licensure programs for school personnel are approved by the North Carolina State Department of Public Instruction and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

The School of Education continues to seek realization of its goals as a professional school to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in Part 7, **Teacher Education Programs.**

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to *The Graduate School Bulletin.*

Department of Counseling and Educational Development

226 Curry Building

L. DiAnne Borders, Professor and Chair of the Department
Professors Myers, Purkey, Vacc; Associate Professors Benshoff, Hinkle, Osborne; Assistant Professors Juhnke, Shoffner; Adjunct Professors Bailey, Bleuer, Clawson, Disque, McBride, Sweeney, Von Steen, Walz

The Counselor Education program at UNCG adheres to the scientist problem-solver model of training. Consistent with this approach is the program's goal of graduating students who have knowledge of basic counseling, possess a high level of competency in providing professional services, and have the skills necessary to conduct research. The tenets underlying the program include (a) exposure to a variety of theoretical orientations for counseling, (b) reliance on both the clinical-counseling and vocational-education approaches in designing counseling and programmatic interventions, (c) a commitment to developing the student's skills as a researcher, and (d) an emphasis on developing the normal developmental issues of the individual as opposed to an approach based on pathology.

Especially important to the program's faculty are the commitment to mental "health" (vs. pathology) and the value attached to understanding the common developmental themes throughout a person's life. Also, rather than receiving one theoretical orientation, students are exposed to a diverse base of experiences available from the faculty. This provides students with a number of different theoretical orientations from which they can formulate their own counseling style. The diversity also provides a variety of research opportunities for students as well as different applied settings for gaining field experience. Students are given strong encouragement to participate in research projects, professional organizations, and professional workshops.

In conjunction with core and specialized courses, students are able to engage in practicum experiences to obtain exposure to various counseling practices. The practica help prepare students for subsequent internship experiences, in which student interns actually function as a counselor at an approved site. A characteristic unique to the program is the full-time status of students and consequent day-time course schedule. Full-time commitment facilitates the development of collegial relationships among students and faculty, and allows for intensive didactic and clinical experiences. By carrying a full course load, students are able to immerse themselves in the process of becoming a professional counselor. Furthermore, the sequential nature of the program allows each course to build systematically upon previous courses, concluding with a full-year half-time internship in the second year.

Counseling and Educational Development Major

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council of Post Secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro: a master's degree (M.S.), a combined master's and educational specialist degree (M.S./Ed.S.), a doctoral degree

(Ed.D.) in counseling and development, and a doctoral degree (Ph.D.) in counseling and counselor education.

Within the master's program, students may emphasize through their specialized coursework and internship the following areas within counseling: community counseling, community counseling with a specialization in gerontological counseling, school counseling, and student development in higher education.

Within the combined master's and educational specialist programs, students may emphasize through their specialized coursework and internship the following areas within counseling: community counseling, community counseling with a specialization in gerontological counseling, marriage and family counseling, school counseling, and student development in higher education. The doctoral program in Counseling, Counselor Education and Supervision prepares students for leadership roles in each of these areas.

COUNSELING AND EDUCATIONAL DEVELOPMENT MAJORS

DEGREES OFFERED—MASTER OF SCIENCE (MS), COMBINED MASTER'S AND EDUCATIONAL SPECIALIST (MS/EDS), DOCTOR OF EDUCATION (EDD), DOCTOR OF PHILOSOPHY (PHD)

COUNSELING AND EDUCATIONAL DEVELOPMENT COURSES (CED)

For Undergraduates

210 Career/Life Planning (3:3).
Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

310 Helping Skills (3:3). Pr. advanced undergraduates in appropriate major.
Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Students may apply no more than 3 hours of this course to any degree program. • *Grade: Satisfactory/Unsatisfactory, S/U.*
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

574 Contemporary Topics in Counseling (3:3).
Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CUI, DCE, ESS, HDF, LES, MUS, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

336 CURRY BUILDING

Gerald Ponder, Professor and Chair of Department
Professors Armstrong, Bright, Strahan, Uprichard, Van Hoose; Associate Professors Baber, Irwin, Miller, Powers, Vacc, Vallecorsa; Assistant Professors Antonek, Cox, Johnston, Levin, Matthews, Niemeyer; Adjunct Professors Adkins-Bowling, West

Undergraduate majors in this department are prepared to receive North Carolina Class "A" licensure for teaching in public schools, grades K-6 and 6-9. The majors in this department include Elementary (K-6) and Middle Grades (6-9) Education.

Elementary and Middle Grades Education majors progress through their professional studies in Inquiry Teams of 25-30 students under the guidance of a faculty member who serves as their field supervisor, academic advisor, and weekly seminar leader. Students assigned to an Inquiry Team take all Elementary or Middle Grades methods courses together and do 10-hour a week internships in the same Professional Development Schools. Three internships are required prior to student teaching. New Inquiry Teams begin in the Fall semester and continue for four consecutive semesters.

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Curriculum and Instruction. In addition to admission to teacher education (See "Teacher Education" in Part 7), a student who seeks admission to the Elementary or Middle Grades Education major is **expected to achieve:**

1. A minimum grade point average (GPA) of 2.75;
2. A grade of C or better in CUI 250;
3. Completion of all courses needed to fulfill the "All University Liberal Education Requirements;" and
4. Satisfactory scores on the Pre-Professional Skills Test (PPST).

Eligibility to enter student teaching requires maintaining a grade point average of 2.75 or better after being admitted to the major, and achieving a grade of "C" or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 2.75, the student has one semester to improve his/her grade point average. If a student receives a "D" or "F" in a professional course, the student is eligible to retake the course at its next offering.

All students majoring in Elementary or Middle Grades Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement as well as the major or concentration.

The School of Education's Department of Curriculum and Instruction reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of clinical faculty for student practicum and stu-

dent teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances.

Elementary Education Major (Bachelor of Science)

Required: 127 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytical and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 **and** one other approved RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	Electives (from any of the above areas or foreign language)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 346, 350, 370 (First Professional Semester)
2. CUI 320, 375, 380 (Second Professional Semester)
3. CUI 360, 400, 420 (Third Professional Semester)
4. CUI 461
5. Two writing intensive courses

Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111 and 111L, GEO 103 or 311, and CHE 106 and 110 or PHY 205-205L
3. One course in United States history
4. PSY 121
5. One literature course
6. ELC 381
7. HDF 302
8. ART 367; MUS 361; DCE 345 or BCT 396
9. HEA 341
10. ESS 341

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Elementary Education:

Anthropology	Art	Biology
Chemistry	Classical Studies	Dance
English	French	Geography
German	History	Mathematics
Music	Philosophy	Physics
Political Science	Psychology	
Religious Studies	Sociology	Spanish
Speech	Special Prgms in Liberal Studies	

Middle Grades Education Major (Bachelor of Science)

Required: 126 semester hours

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Elementary Education Major. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 202, 335, 350, 375, 400, 442, 462
2. Two methods courses to match concentrations (CUI 320, 360, 370, 380)
3. Two writing intensive courses

Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111, GEO 103 or 311, and CHE 106 and 110 or PHY 205-205L
3. One course in United States history
4. PSY 121
5. One literature course
6. ELC 381
7. HEA 341

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Middle Grades Education:

Biology	Chemistry	Classical Studies
English	Geography	History
Mathematics	Physics	Political Science
Special Prgms in Liberal Studies		

Any student choosing a social science as a second major must take HIS 347: North Carolina History; an economics course; and a political science course.

Any student choosing a science as a second major must take a course from each of the other two sciences.

Additional Concentration (minimum 15 semester hours)

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Licensure requirements.

Dual certification in elementary and middle grades education is available under advisement.

Curriculum and Instruction Courses (CUI)

For Undergraduates

120 Introduction to Instructional Technology for Educational Settings (1:1:1). • *For students seeking initial North Carolina teaching licensure in any area.* • *Students may not receive credit for both CUI 120 and LIS 120.*
Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (Same as LIS 120) (FA,SP,SU)

202 Human Development II (3:3). • *Required for Elementary and Middle Grades Education Majors.*
Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student's general education as well as to subsequent professional development. (FA,SU)

240 Introduction to Exceptional Children: Early Years (2:2).
Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed. (SP)

250 Teaching as a Profession (3:3). Pr. sophomore standing (minimum 30 hrs completed).
A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching. Field experience in schools required. (FA,SP,SU)

299A, B Seminar for NC Teaching Fellows: Introduction to Teaching (1). Pr. Must be a North Carolina Teaching Fellow. • *Grade: Pass/Not Pass (P/NP).*
This two semester course is designed to facilitate first-year Teaching Fellows' understanding of social, ethical, legal, cultural and personal issues associated with public school teaching. (FA,SP)

320 Language Arts Education (3:3:3). Pr. admission to Elementary Education.
Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking. (SP)

335 Integrated Reading Instruction (3:3:3). Pr. admission to Middle Grades Education.
A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students. (Odd FA)

346 Children's Literature and Instructional Media (3:3:3). Pr. admission to Elementary Education. • *May not be taken by students who have credit for LIS 346.*
Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as LIS 346) (FA)

350 Internship I: Inquiry in Teaching and Learning (2:2:4). Pr. admission to Elementary or Middle Grades Education.
Supervised in-school internship and seminar focused on children's ways of knowing. (FA)

360 Elementary and Middle Grades Social Studies Education (3:3:3). Pr. admission to Elementary or Middle Grades Education.
An examination of student competencies in K-8 social studies and teaching. Emphases include development of the social studies; curricular principles and components; and teaching strategies. (FA)

370 Science Education in the Elementary School (3:3:3). Pr. CHE 106, GEO 103, PHY 205, or equivalents.
Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K-6) with emphasis on problem solving and critical thinking abilities. (FA)

375 Internship II: Inquiry in Teaching and Learning (2:2:4). Pr. 350.
Supervised in-school internship and seminar focused on individual differences and integration across the curriculum. (SP)

380 Mathematics Education (3:3:3). Pr. successful completion of two courses in mathematics (MAT 112 or higher). Acceptance into Elementary/Middle Grades Education.
Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms. (SP)

390 Issues in Secondary Education (1-4:1-3:3). Pr. admittance to teacher education.
Introduction to and examination of secondary school environment, curricula, and structure, emphasizing multicultural teaching, exceptional populations, and educational technology. Includes internship in schools. (FA/SP)

399A, B, C, D Seminar for NC Teaching Fellows: Becoming a Teacher (1). Pr. Sophomore/Junior NC Teaching Fellow. • *Grade: Pass/Not Pass (P/NP).*
This two semester course is designed to facilitate second and third year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. (FA/SP)

400 Internship III: Inquiry in Teaching and Learning (2:2:4). Pr. 350 and 375.
Supervised in-school internship and seminar focused on the classroom as culture. (FA)

420 Reading Education (3:3:3). Pr. admission to Elementary Education.
Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction. (FA)

425 Infant and Toddler Programs: Foundations and Methods (4:3:3). Pr. 211, 302, CUI 240.
Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as HDF 425) (FA)

430 Psychological Foundations of Education (4:3:2).
Designed to develop an understanding of classroom learning and instruction and the role of the teacher in the elementary classroom. Required field experience in school settings provides students with opportunity to observe classroom practice and to develop their own professional skills. Emphasizes organization and management of classroom, provision for individual differences, and evaluation of instruction. Provides introduction to working with exceptional children in regular classroom. (See CUI 450)

435 Preschool/Kindergarten Curriculum (4:3:3). Pr. 211, 302, CUI 240.
Provides information on principles and components of preschoolkindergarten curricula, and strategies of learning for young children. Emphasis includes young children with and without disabilities. Laboratory experience required. (Same as HDF 435) (SP)

441 Young Children's Learning Environments (3:3). Pr. 211, 302, CUI 240.
Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development with a program setting. (Same as HDF 441) (FA)

442 Teaching and Learning in the Middle Grades (3:3:3). Pr. completion of 250.
Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences. (Even FA)

450 Psychological Foundations of Education (3:3).
Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner's growth and maturation, individual differences, and application of psychology to task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences emphasized. Appropriate emphasis on adolescent. (FA/SP/SU)

451 Teaching Practices and Curriculum in English (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • *Required of student teachers in English.*
Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening. (FA)

452 Teaching Practices and Curriculum in Foreign Languages (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.
Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials. (FA)

453 Teaching Practices and Curriculum in Social Studies (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • *Required of student teachers in social studies.*
Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. (FA)

457 Teaching Practices and Curriculum in Mathematics (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • *Required of student teachers in mathematics.*
Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. (FA)

459 Teaching Practices and Curriculum in Science (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • *Required of student teachers in science.*
Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects. (FA)

461 Student Teaching and Seminar: Elementary Grades (12). Pr. department chair approval. • *Grade: Pass/Not Pass (P/NP).*
Supervised student teaching in an elementary setting (grades K-6) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required. (SP)

462 Student Teaching and Seminar: Middle Grades (12). Pr. department chair approval. • *Grade: Pass/Not Pass (P/NP).*
Supervised student teaching in a middle grades setting (grades 6-9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. (SP)

465 Student Teaching and Seminar: Secondary School (12). Pr. admission to Student Teaching.
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar. (SP)

470 Reading Education for Secondary and Special Subject Teachers (2:2). Pr. admission to teacher education or consent of instructor.
Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for student's major area required. (FA/SP/SU)

491 Independent Study (1 to 4). Pr. approval of instructor.
Guided readings, research, or individual project work under direction of a staff member.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

499A, B Seminar for NC Teaching Fellows: Transition into Teaching (1). Pr. Senior NC Teaching Fellow. • *Grade: Pass/Not Pass (P/NP).*
This two semester course is designed to facilitate fourth-year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1 to 3). Students may apply no more than three (3) hours of this course to any degree program. • *Grade: Satisfactory/Unsatisfactory, S/U.*
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

516 Emergent Literacy and Mathematical Understanding (4:4). Pr. permission of instructor.
Exploration of emergent literacy development in language arts and mathematics in a preschool/kindergarten setting, particularly language and cognitive development theories and research as applied to home and classroom practices. (SP)

517 Reading in the Elementary School (3:3). Pr. 420 or equivalent or permission of instructor.
Designed to give teachers study in depth of the reading process as a functional aspect of curriculum. Newer media techniques and practices examined and evaluated. Student required to do independent study of one area of the reading program as related to the specific teaching situation. (FA,SP)

518 Mathematics in the Elementary School (3:3).
Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations. (FA,SP)

519 Science in the Elementary and Middle Schools (3:3).
Emphasis on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of field of elementary school science, developing criteria for selecting appropriate materials, and role of children's interests in designing learning experiences. (SU,FA)

520 Social Studies in the Elementary School (3:3).
Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration, and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizens also a major consideration. (SU,FA)

521 Curriculum and Teaching of the Language Arts in the Elementary School (3:3).
Study of the language arts curriculum. Some consideration given to the implementation of research for classroom instruction. Attention to recent developments in the use of media, instructional techniques, and materials for instruction. (SU,FA)

523 Legal, Historical, and Cultural Issues in ESL (3:3). Pr. "A" licensure in another area or consent of instructor.
Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language. (SP)

526 Teaching English as a Second Language (3:3:3). Pr. permission of instructor.
Preparation for ESL teaching through study of trends, major theories, methodologies, and assessment in second language learning. (FA)

527 Teaching Second Languages: Elementary/Middle Schools (3:3). Pr. 390 and admission to teacher education program or permission of instructor.
Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools. (FA)

540 Introduction to Exceptional Individuals (3:3). • ***May not be taken by students who have credit for PSY 502.***
Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child. (FA)

543 Inclusion of Students with Special Needs (3:3). Pr. permission of instructor.
Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments.

555 Multicultural Education (3:3). Pr. admission to Teacher Education; CUI 202.
Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender. (SP)

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, DCE, ESS, HDF, LES, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Educational Leadership and Cultural Foundations

239A Curry Building

Ulrich C. Reitzug, Professor and Chair of the Department
Professors Brubaker, Goldman, Purpel, Shapiro; Associate Professor Casey; Assistant Professor Williamson; Adjunct Professor Stinson; Adjunct Associate Professors Ford, Lancaster, Moore, Reichard; Adjunct Assistant Professors Coble, Jones, Maddox-Britt; Visiting Assistant Professor Hudson; Lecturers Kaiser, Medley

A major component of this department is an undergraduate course, ELC 381, "The Institution of Education," which is required of all students who are planning to seek teacher licensure.

Educational Administration/Leadership Majors

Degrees offered—Master of Education in Higher Education; Master of School Administration; Specialist in Education, EdS; Doctor of Education, EdD.

Curriculum and Teaching Major

Degree offered—Cultural Foundations (PhD)

Educational Leadership and Cultural Foundations Courses (ELC)

For Undergraduates

375 Philosophy of Education (3:3).
Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary reading.

381 The Institution of Education (3:3). • ***Required of students seeking teacher licensure.***
Historical background, purposes, and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to teachers of the dominant American philosophy of education.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Students may apply no more than 3 hours of this course to any degree program. • ***Grade: Satisfactory/Unsatisfactory, S/U.***
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

581 Teaching in the Urban School (3:3). Pr. admission to teacher education or permission of instructor.
This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Educational Research Methodology

209 Curry Building

John Hattie, Professor and Chair of the Department
Professors Bond, Hattie, Jaeger; Associate Professors O'Sullivan, Wightman; Adjunct Assistant Professor McColskey; Visiting Professor Scriven

Educational Research, Measurement and Methodology Major

Degrees offered—Master of Education, MEd; Doctor of Philosophy, PhD

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Library and Information Studies

349 Curry Building

Marilyn L. Shontz, Associate Professor and Intermin Chair of the Department

Professor Wright; Associate Professors Carmichael, Kovacs; Assistant Professors Locke, Hersberger

This program is accredited by the American Library Association and leads to the Master of Library and Information Studies degree and appropriate state-level certification for school media personnel and public librarians.

Courses at the 500 level are offered for advanced undergraduates.

Library and Information Studies Major

Degree offered—Master of Library and Information Studies, MLIS

Library and Information Studies Courses (LIS)

For Undergraduates

100 Introduction to Electronic Information Resources (1:1).
Provides instruction in developing search strategies and utilizing these strategies with information search tools including JACLIN, JACLINCD, and the Internet including Telnet, FTP, and the World Wide Web.

120 Introduction to Instructional Technology for Educational Settings (1:1:1). • *For students seeking initial North Carolina teaching licensure in any area.* • *Students may not receive credit for both LIS 120 and CUI 120.*
Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (Same as CUI 120) (FA,SP,SU)

346 Children's Literature and Instructional Media (3:3:3). Pr. CUI 250 or consent of instructor. • *May not be taken by students who have credit for CUI 346.*
Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as CUI 346)

For Advanced Undergraduates and Graduate Students

505 Introduction to Archival Management (3:3). Pr. consent of instructor.
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as HIS 505.)

506 Institutes in Librarianship and Educational Technology (1 to 3). • *Only one 506 institute may be credited toward the MLIS degree.*
Special institutes to study issues, problems, and new approaches to librarianship and educational technology.

554 Materials for Adolescents (3:3).
Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.

556 Materials for Children (3:3).
Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.

557 Information Sources and Services (3:3).
Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service. (Core Course)

580 Educational Applications of HyperCard (2:2:1). Pr. background in a hypermedia software package such as HyperCard, Toolbox, or HyperStudio.
Introduction to educational applications of HyperCard type programs. Includes evaluating, selecting, and creating hyper stacks for use in curricular areas.

582 Educational Applications of BASIC (2:2:1).
An introduction to writing instructional programs in BASIC. Includes use of QBASIC or FUTURE BASIC programming languages and the evaluation of instructional programs written in BASIC.

583 Evaluation and Selection of Online Sources (2:2:1).
Develops competencies in selecting, evaluating, and using the variety of commercially available electronic databases.

584 Computer Applications for Information and Education Agencies (1:1:1). Pr. ISM 110, CSC 101, or permission of instructor.
Introduction to educational applications of specific technologies. Includes evaluating, selecting, and using spreadsheet programs, Internet and telecommunications systems, graphics and desktop publishing, and interactive media applications. 584A: Spreadsheet Applications; 584B: Internet and Telecommunications Applications; 584C: Graphical and Desktop Publishing Applications; 584D: Interactive Media Applications. Each segment of course carries 1 credit. (SU)

591 School Administrative Applications of Microcomputers (1:1:1).
Introduction to school administrative applications of microcomputers

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Specialized Education Services

317 Ferguson Building

Edgar H. Shroyer, Professor and Chair of Department

List other faculty here

Effective July 1, 1998, the programs in Education of Deaf Children and Special Education will become the Department of Specialized Education Services (SES) in the School of Education. For additional information, contact the School of Education Office of Student Information and Advising.

The Education of Deaf Children Program provides opportunities for study in two concentrations: Teacher Preparation and Educational Interpreting. Both areas of study focus on the unique educational needs of deaf and hard-of-hearing children emphasizing language acquisition, teaching methods and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work and practicum in area public schools and the Central North Carolina School for the Deaf. The Education of Deaf Children Program offers the BS in Education of the Deaf.

Education of the Deaf Major (Bachelor of Science)

Required: Teacher Preparation concentration
128 semester hours

Educational Interpreter concentration
129 semester hours

See "Teacher Education," Part 7 for Teacher Education admission requirements and second major requirement.

TEACHER PREPARATION CONCENTRATION

The Teacher Preparation concentration provides training at the undergraduate level for teachers of deaf and hard-of-hearing children. In addition to courses in the major area, students elect a specialization such as preschool education, elementary education, or secondary education (mathematics, history, English, etc.). Internships for teaching take place at the Central North Carolina School for the Deaf and in area public school programs with students who are deaf or hard-of-hearing. Transfer students may require additional semesters to complete the undergraduate degree program. Upon completion of the program, students are eligible for licensure by the North Carolina Department of Public Instruction (K-12 Hearing Impaired) and the Council on Education of the Deaf.

All University Liberal Education Requirements

(39 semester hours)	**Sem Hrs**
1. Analytic and Evaluative Studies (AE)	3
2. Fine Arts (FA)	3
3. British or American Literature (BL), or World Literature (WL)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS) **Required:** one Physical Science course and one Life Science course; no lab required	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
9. Social and Behavioral Sciences (SB) **Required:** PSY 121, SOC 101	6
19. AULER Electives **Required:** HEA 201	3

The above reflects waivers approved for this program in the areas of: Literature (BL or WL), 3 hours, and AULER electives, 3 hours.

See pp. 44-45 for a listing of courses meeting AULER requirements.

Note: Where appropriate, teacher licensure requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

Minimum 39 semester hours in the major: EDC 135, 240, 243, 335, 461, 483, 485, 577, 578; CSD 334

Completion of Sign Assessment I

Related Area Requirements

1. PSY 121
2. HDF 302 or PSY 250
3. SOC 101 (or approved substitute)
4. ELC 381
5. PSY 502, or CUI 540, or approved substitute

Specialization

21 semester hours in elementary education, preschool education, secondary education, or in another sequence approved by the Department of Communication:

Preschool Specialization

Required: HDF 452, 552, with 9 hours to be selected from: CSC 101; CUI 346 or LIS 346; HDF 212, 421, 532, 542; LIS 556

Elementary Specialization

Required: ART 367; CUI 346 or LIS 346, with 9 hours or 3 courses to be selected from: CSC 101; CUI 320 or 521, 360 or 520, 370 or 519, 380 or 518; LIS 556, 582

Secondary Specialization

The Secondary Specialization is met by the second major requirement (see below).

Teacher Licensure Requirements

1. AULER requirements as identified within each major.
2. PSY 121
3. ELC 381
4. CUI 430 or 450
5. CUI 420 or 470 (secondary) or 517
6. HEA 201
7. EDC 461
8. Completion of pre-student-teaching field experience
9. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average in all courses with a EDC prefix in order to be admitted to student teaching. Any grade below C- in a required core course makes a student ineligible to continue in the licensure track.

Second Major Requirement

All students majoring in Teacher Preparation — Deaf and Hard-of-Hearing Children who select the preschool or elementary specialization are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the All-University Liberal Education Requirements. The following majors have been approved for Education of the Deaf: Art, English, Linguistics, Mathematics, Psychology, and Sociology. Other second majors require program approval.

Electives

Electives sufficient to complete the 128 semester hours required for degree.

EDUCATIONAL INTERPRETER CONCENTRATION

The **Educational Interpreter Concentration** provides training at the undergraduate level for individuals to work with students who are deaf and hard-of-hearing in public school settings. Internships for interpreting occur in area public schools having programs for students who are deaf and hard-of-hearing. Transfer students may require additional semesters to complete the undergraduate degree program.

All University Liberal Education Requirements

(42 semester hours)	**Sem Hrs**
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS) **Required:** one Physical Science course and one Life Science course; no lab required	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
9. Social and Behavioral Sciences (SB)	6

10. World Literature (CWL) 3
11. AULER Electives 3

See pp. pp. 44-44 for a listing of courses meeting AULER requirements.

Major Requirements

A minimum of 60 semester hours to include: EDC 135, 240, 243, 335, 462, 463, 483, 486, 487, 488, 555, 557, 558, 572, 578; CSD 334

Completion of Sign Assessment I and Interpreting Assessment I

Related Area Requirements

30 semester hours:

BCT 250; CED 310; CST 105, 207; CUI 202, 540, 543; ELC 381; ENG 260 or CUI 526; PSY 121

Choose 6 semester hours from the following:

ATY 385 or 387; CSC 101; CUI 555 or 450; LIS 346, 554 or 556; PSY 341

Education of Deaf Children Courses (EDC)

For Undergraduates

135 Sign Language for the Deaf I (3:3).
American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills. (FA,SP,SU)

240 Communication Development in Children (3:3). • *Students cannot receive credit for both this course and CSD 308.*
Psychosociolinguistic and developmental processes in the acquisition of communication in typically developing children. Emphasis on interpersonal communication patterns in diverse cultures that contribute to and influence social interaction. *[SB, CSB]* (FA,SU)

243 History and Psychology of the Deaf (3:3).
Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education. (FA)

333 Special Problems (1 to 3). Pr. permission of faculty supervisor is required prior to registration. • *May be repeated for credit.*
Guided individual study in an area of special interest to the student.

335 Sign Language for the Deaf II (3:3). Pr. 135 or permission of instructor.
Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. (FA,SP)

455 Rural Education I: Deaf and Hard-of-Hearing (3:3). Pr. permission of instructor.
Study and description of rural communities and social problems within communities. Emphasis on change and diversity and how unique responses to needs of deaf and hard-of-hearing children are warranted. (FA)

456 Rural Education II: Deaf and Hard-of-Hearing (3:3). Pr. 455 and permission of instructor.
Methods of working collaboratively with other school professionals to serve deaf and hard-of-hearing children in rural public schools. Emphasis on interpersonal working relationships and development of co-teaching strategies. (SP)

457 Rural Education III: Deaf and Hard-of-Hearing (3:3). Pr. 455, 456 and permission of instructor.
Specialized in-service training techniques and knowledge about deaf and hard-of-hearing children. Module development for staff, parents, and children in rural public schools. (FA)

461 Internship in Teaching the Deaf (12:1:15).
Full-time supervised classroom teaching in one or more classes for the deaf in an acceptable school environment. (FA,SP)

462 Educational Interpreting I (3:3). Pr. 335 or permission of instructor.
Basic principles and strategies of interpreting/transliterating for mainstreamed students who are deaf or hard-of-hearing. (FA)

463 Educational Interpreting II (3:3). Pr. 462 or permission of instructor.
A continuation of Educational Interpreting I with emphasis on technical and specialized terminology. Includes basic introduction of Cued Speech transliterating, oral interpreting, and interpreting for deaf-blind students. (SP)

483 Teaching Academic Subjects to the Deaf - Primary (3:3:3).
Methods in teaching academic materials to deaf children with emphasis on elementary level. Utilization of manual and aural skills of deaf students in the classroom. (FA)

485 Teaching Academic Subjects to the Deaf - Secondary (3:3:3).
Methods of teaching academic materials to deaf children at the secondary level. Importance of using residual hearing as a method of transmission. (FA)

486 Educational Interpreting: Seminar and Practicum (6:3:4). Pr. 463.
Field experiences in mainstream programs at elementary, middle school, and high school levels. Observation, notetaking, and participating as interpreter for selected activities. Discussions of field experiences, assignments, projects, and job-related issues. (FA,SP)

487 Educational Interpreting Internship (12). Pr. 486; completion of Interpreting Assessment I.
Two consecutive full-time interpreting or transliterating assignments in public school mainstream programs under the direction of the cooperating interpreter/transliterator and the University supervisor. (FA,SP)

488 Interpreting: Sign-to-Voice (3:3).
Development of receptive sign language techniques and voicing skills involved in interpreting or transliterating a signed message into spoken English. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

555 Sign Language III (3:3). Pr. 335 or permission of instructor.
Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings. (FA)

557 Interpreting: English to ASL I (3:3). Pr. 555 or permission of instructor.
Analysis of the linguistic principles of American Sign Language and its role in the education of deaf and hard-of-hearing children and in the Deaf community. (SP)

558 Interpreting: English to ASL II (3:3). Pr. 557.
Further study of American Sign Language with emphasis on the use of linguistic principles to interpret concepts presented in English. (FA)

572 Issues in Educational Interpreting (3:3).
A study of the state and national code of ethics for interpreters/transliterators. Educational, cultural, legislative, and professional issues are addressed as they relate to the field of educational interpreting. (FA)

577 Teaching Speech to the Deaf (3:3).
Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages. (SP)

578 Teaching Language to the Deaf (3:3). Pr. CSD 308 or equivalent.
Systems for developing language in the individual with severe hearing impairment. (FA)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

School of Health and Human Performance

401 Health and Human Performance Building

Robert W. Christina, Professor and Dean of School
Lynette K. Lawrance, Associate Professor and Associate Dean

In the School of Health and Human Performance academic programs are offered through the Department of Dance, the Department of Exercise and Sport Science, the Department of Leisure Studies, and the Department of Public Health Education. Each department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate degrees in Dance, Health Education, Leisure Studies, and Exercise and Sport Science are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

The **Department of Communication Sciences and Disorders** provides opportunities for the study of normal speech, language, and hearing and the associated disorders, leading to the Bachelor of Science degree in Speech Pathology and Audiology. The courses offered in this program are pre-professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to the University Speech and Hearing Center and the Augmentative Communication Systems Laboratory, and engage in cooperative work with area schools, hospitals, and other human service agencies. In addition, the faculty and students in Communication Sciences and Disorders are actively involved in research.

In the **Department of Dance,** the Bachelor of Fine Arts degree is offered with a major in Dance as a creative and performing art. The Bachelor of Science degree, with a major in Dance Education, is designed to lead to North Carolina licensure for teaching in public schools. A Bachelor of Arts degree in Dance is especially appropriate for students who wish to double major or who have significant scholarly interests in dance. A Dance minor and master's degree studies are also available.

The **Department of Exercise and Sport Science** offers majors in Exercise and Sport Science leading to the Bachelor of Science degree. One of three concentrations may be selected: Aquatics Leadership, Exercise Science and Sport Studies, or Teacher Education. The Teacher Education concentration prepares students for teaching in grades K-12. The Exercise Science and Sport Studies Concentration prepares students for careers in preventive and rehabilitative exercise and fitness. This concentration may be tailored to meet the needs and interests of students planning graduate study in medicine, occupational therapy, or physical therapy. The Aquatics Leadership concentration is designed to provide entry-level professional preparation for students who will be competent to design, deliver and improve effective aquatics programs for a wide-range of community settings. Graduate studies leading to the master's degree and the doctoral degree are also offered by this department.

The Department of Public Health Education offers the Health Education major, leading to the Bachelor of Science degree, with concentrations in Community Health Education and School Health Education. The latter leads to K-12 teacher licensure. A Health Studies minor is available as well as graduate studies leading to the master's degree.

In the **Department of Recreation, Parks, and Tourism** a major student may choose one of three areas of concentration, Leisure Services Management, Therapeutic Recreation, or Travel, Tourism, and Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Leisure Studies minor and graduate studies leading to the master's degree are also available. The undergraduate program is fully accredited by the NRPA/AALR Council on Accreditation.

Further details about specific major programs can be found in the individual Department listings on the following pages. Graduate degree programs and graduate level courses are described in *The Graduate School Bulletin.*

The School of Health and Human Performance has developed a course which aims to provide experiences to students in relating to others who are significantly different from themselves, and to provide an increased sensitivity and understanding of these differences. This course is designed especially for freshmen and sophomores in the School of Health and Human Performance but is open to all undergraduates.

HHP Courses (HHP)

For Undergraduates

110 Bridging Differences Through Community Relationships: Health and Human Performance (1). • *Open to all undergraduates* • *Grade: Pass/Not Pass (P/NP)*
Expanding experience of race, gender, ethnicity, social class, and/or other identities through developing relationships in community settings related to health and human performance.

Department of Communication Sciences and Disorders

300 Ferguson Building

Jacqueline M. Cimorelli, Associate Professor and Head of Department

Associate Professor Newton; Assistant Professors Barrett, Dietrich, Hinton; Visiting Assistant Professor Tucker; Lecturers Flynn, Mankoff, McCready, Palmer

Speech Pathology and Audiology Major (Bachelor of Science)

Required: 122 semester hours

The Speech Pathology and Audiology Major, offered by the Department of Communication Sciences and Disorders, provides a preprofessional program for those preparing for graduate study in speech-language pathology and audiology. The major is designed to satisfy some requirements for the N.C. license in Speech-Language Pathology or Audiology, although no license is awarded until completion of the Master's degree. Instruction is designed to meet American Speech-Language-Hearing Association standards. Transfer students may require an additional semester to complete the undergraduate degree program.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements.

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	*6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB)	*6
10.	World Literature (WL)	3
11.	AULER Electives (EL) or foreign language	*6

*See #3-d under "Major Requirements" for additional AULER requirements for this program.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

1. Admission Requirements

a. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.

b. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer of 55 semester hours and must apply before enrollment in any required courses at or above the 300 level in the major. Applicants must have an overall grade point average of at least 2.7 to be admitted to the major.

c. The grade point average (see b. above) is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.

d. Students seeking admission to the Speech Pathology and Audiology Major should proceed as follows:

(1) Secure an official transcript(s) of undergraduate coursework completed at colleges and universities other than UNCG;

(2) Secure an application from the Communication Science and Disorders Program Office at 300 Ferguson Building;

(3) Deliver both the transcripts and the completed application to the Program Office in 300 Ferguson Building.

(4) In some cases the Program may require additional information or an interview, so the application process should be initiated immediately after completion of 55 semester hours.

2. Criteria for Continuing in the Speech Pathology and Audiology Major

a. Maintenance of a minimum overall grade point average of 2.7

b. Minimum grade point average of 2.7 in CSD 306, 307, 308, and 309, with no grades in these courses below C-

c. No grades below C- in any course in the major

d. Demonstration of high quality oral and written communication

e. Compliance with all University regulations including the Academic Honor Code

3. Major Requirements

Minimum 24 semester hours above the 100-level.

a. All majors are required to take: CSD 306, 307, 308, 309, 334, 336, 337 and 556; EDC 135; PHY 205, 205L; PSY 121

b. Students preparing for graduate study in speech-language pathology are required to take: CSD 338, 339 and 451

c. Students preparing for graduate study in audiology are required to take: MAT 119, 120

d. All majors are required to have foreign language proficiency through the intermediate level (203-204 level), one additional AULER approved Natural Science course, and one additional AULER approved Social and Behavioral Sciences course.

e. All undergraduate majors must complete 25 supervised observation hours in the University Speech and Hearing Center.

COMMUNICATION SCIENCES AND DISORDERS COURSES (CSD)

For Undergraduates

219 Communication Disorders Laboratory (1:0:2). Pr. permission of instructor. • *May be repeated for credit.* • *Grade: Pass/Not Pass (P/NP).*
Supervised therapy for students with speech, voice, language, or hearing problems.

250 Concepts in Communication Sciences (3:3). • *For freshmen and sophomores.*
Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing.

306 Introduction to Phonetics (3:3). • *Not open to freshmen or sophomores.* **Pr. for Majors only or by permission of instructor. Must be taken concurrently with CSD 307, 308, and 309.**
Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.

307 Speech and Hearing Science (3:3). • *Not open to freshmen or sophomores.* **Pr. for Majors only or by permission of instructor. Must be taken concurrently with CSD 306, 308, and 309.**
Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.

308 Language and Speech Development (3:3). • *Not open to freshmen or sophomores.* **Pr. for Majors only or by permission of instructor. Must be taken concurrently with CSD 306, 307, and 309.** • *Students cannot receive credit for both this course and EDC 240.*
Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.

309 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3). • *Not open to freshmen or sophomores.* **Pr. for Majors only or by permission of instructor. Must be taken concurrently with CSD 306, 307, and 308.**
Anatomical and physiological bases of human communication.

334 Introduction to Audiology (3:3). Pr./Cor. CSD 308 and either EDC 243 or CSD 307; or permission of instructor.
Basic anatomy and physiology of the auditory system, fundamental hearing science, and methods and techniques of hearing measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of hearing disorders.

336 Articulation Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation.

337 Language Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children.

338 Voice Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques.

339 Rhythm Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment.

For Advanced Undergraduates and Graduate Students

550 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3). Pr. completion of all CSD 300-level courses required for the major or permission of the instructor.
Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders. (Formerly CSD 451)

551 Speech and Language Disorders: Diagnostic Procedures (3:2:2). Pr. permission of instructor.
Differential diagnosis of speech, language, voice, and rhythm problems.

552 Communication and Aging (3:3). Pr. CSD 308 or consent of instructor.
Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

554 Advanced Speech Science (3:3). Pr. CSD 306, 307, 308, 309.
Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication.

556 Aural Rehabilitation (3:3). Pr. CSD 334 or 570 or permission of instructor.
Principles and methods of aural rehabilitation with the hearing impaired and deaf. Hearing aid; cochlear implants; speech reading; education techniques; and auditory training.

568 Psychoacoustics (3:3). Pr. permission of instructor.
Principles underlying perception of pitch, loudness, and various other auditory phenomena. Focus on speech intelligibility and the relationships between acoustic elements and elicited responses.

570 Diagnostic Audiology I (3:2:2). Pr. CSD 334 or permission of instructor.
Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function.

571 Beginning Clinical Practice in Speech-Language Pathology (1 to 3). Pr. admission to the appropriate degree program or permission of instructor. • *Grade: Satisfactory/Unsatisfactory, S/U.*
Beginning clinical practice in diagnosis of and therapy for communication disorders.

573 Advanced Clinical Practice in Speech-Language Pathology (1 to 3). Pr. admission to the appropriate degree program and CSD 571 or permission of instructor. • *May be repeated for credit.*
Advanced clinical practice in diagnosis of and therapy for communication disorders.

574 Diagnostic Audiology II (3:2:2). Pr. CSD 570 or equivalent.
Non-organic hearing loss; differential diagnosis; special problems in diagnosis.

575 Instrumentation for Communication Disorders (3:3). Pr. permission of instructor.
Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

576 Clinical Practice in Audiology (1 to 3). Pr. CSD 570 or permission of instructor.
Supervised clinical practice in evaluation of hearing and management of hearing impairment.

588 Neurology of Speech, Language and Hearing (3:3). Pr. 309 or permission of instructor.
An overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF DANCE

323 HEALTH AND HUMAN PERFORMANCE BUILDING

Sue Stinson, Professor and Head of Department

Professor Gamble; Associate Professor Van Dyke; Assistant Professors Dils, Green, McCullough, Santos; Lecturers Fore, Vulpi

DANCE MAJOR (BACHELOR OF ARTS)

REQUIRED: 122 SEMESTER HOURS

The Dance major (BA) is designed to provide students with a general education in dance. Majors in Dance (BA) are required to complete the following program. All majors in Dance or Dance Education must earn a "C-" or better in all dance courses that are required for their major.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Bachelor of Arts Dance Major are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: any FA course other than Dance	
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) Required DCE 201 and 202	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

A. Required Dance courses (in addition to DCE 201, 202):

1.	DCE 100	3
2.	Theory and practice of dance At least 2 credits from DCE 112, 212, 312, 324, 412, 424; at least 2 credits from DCE 114, 214, 314, 414. Remaining credits may be chosen from any of the above or DCE 215, 216, 315, 316.	9
3.	DCE 217 (twice)	2
4.	DCE 251	2
5.	DCE 340	3
6.	DCE 255 and 355	2

B. Electives in Dance: advisor-approved Dance courses at the 300-500 level 9

Students must file a Program of Study form in the Dance Department, signed by the BA Advisor, for approval of these courses.

Electives

Sufficient electives to complete the 122 total semester hours required for the degree.

DANCE MAJOR (BACHELOR OF FINE ARTS)

REQUIRED: 128 SEMESTER HOURS

The Dance major (BFA) is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Coursework in modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance.

Admission to the program is by application only. Students applying for the BFA degree should have an overall GPA of 2.5 or higher with at least a B (3.0) average in all DCE courses. Admission to the BFA degree program is conditional upon faculty evaluation, approval, and acceptance, generally done at the end of the student's sophomore year. Continuance in the degree program is subject to faculty evaluation and approval.

All majors in Dance or Dance Education must earn a "C-" or better in all dance courses that are required for their major.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Bachelor of Fine Arts Dance Major are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: any FA course other than DCE	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) Required: DCE 201 and 202	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

77 semester hours in dance (in addition to DCE 201, 202):

1. Twenty-four semester hours of dance technique and theory in modern dance (16 s.h.) and ballet (6 s.h.) and jazz or ethnic (2 s.h.) selected from: DCE 112, 114, 212, 214, 215, 216, 312, 314, 315, 316, 324, 412, 414, 424.
2. Grade of B or higher in DCE 251, 351, and 551
3. Grade of B+ or higher in one semester of DCE 412 or 424.
4. DCE 100, 217 (twice), 251, 340, 341, 351, 455, 470, 551; 345 and 346, or 446.
5. Eight semester hours in dance performance selected from DCE 250 and DCE 343; at least 4 hours must be in DCE 343.
6. Four semester hours in dance production, DCE 255 twice and DCE 355 twice.
7. Electives with DCE prefix sufficient to complete 77 semester hours in dance.

Electives

Electives sufficient to complete 128 total semester hours required for degree.

DANCE EDUCATION MAJOR (BACHELOR OF SCIENCE)

REQUIRED: 128 SEMESTER HOURS

The Dance Education major (BS) is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography, performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina licensure for teaching in public schools.

All majors in Dance or Dance Education must earn a "C-" or better in all dance courses that are required for their major.

Dance Education majors are required to complete the following program:

I.	AULER Requirements	45 hours
II.	Major Requirements	64 hours
III.	Teacher Licensure Requirements	11 hours
IV.	Electives	8 hours
	Total Semester Hours	**128 hours**

Specific course requirements for the B.S. degree with a major in Dance Education are detailed in the following sections.

I. All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements **for the Bachelor of Science Dance Education Major** are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: any FA course other than DCE	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB) Required: PSY 121, and one other SB course	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) Required: DCE 201 and 202	6
	Total AULER Requirements	**45**

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

II. Major Requirements (64 semester hours) in addition to DCE 201 and 202

1.	Grade of B or higher in DCE 312, 324, 412, or 424	
2.	Dance Technique and Theory, as follows:	20
	Modern Dance: select from 112, 212, 312, 324, 412, 424	11
	Ballet: select from 114, 214, 314, 414	5
	Jazz: select from 216, 316	1
	Ethnic: three different forms of 215	3
3.	Improvision and Choreography: DCE 217 twice, plus 251 and 351	6
4.	Dance Performance: select from DCE 250 or 343	1
5.	Dance Production: DCE 255 twice and DCE 355 twice	4
6.	Other Dance: DCE 100, 340 and 341, plus DCE elective(s)	11
7.	Dance Education: DCE 345, 346, 446, 447, 461, 462, and 463	22
	Total Major Requirements	64

III. Teacher Licensure Requirements (11 semester hours)

Completion of University Teacher Education requirements (see Part 7).

NOTE: The licensure requirement for PSY 121, General Psychology, is met under the AULER requirements.

1.	ELC 381 The Institution of Education	3
2.	CUI 450 Psychological Foundations of Education	3
3.	CUI 470 Reading Education	2
4.	HEA 201 or 310 or 338, or FNS 213	3
5.	LIS/CUI 120	1
	Total Licensure Requirements	12

IV. Electives

Electives sufficient to complete 128 total semester hours required for degree.

DANCE AS A SECOND MAJOR

Students desiring Dance as a second major should follow the degree requirements for the BA degree in Dance.

DANCE MINOR

A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Students wishing the minor program must register with the head of the Dance Department. Coursework is individualized, with selections to be made in each of the following areas:

Technique: Ballet: select from DCE 113, 114, 214, 314, 414; Modern: select from DCE 111, 112, 212, 312, 324, 412, 424; Jazz: select from DCE 116, 216, 316; Ethnic: DCE 215, 315

Creative Work: Improvisation, Choreography, Repertory, Performance, Creative Synthesis: select from DCE 100, 217, 250, 251, 343

Historical/Cultural Aspects: Dance Appreciation, Dance History: select from DCE 200, 201, 202, 323, 523

Additional courses may be selected from other DCE offerings.

The minor includes a minimum of 18 hours, with no more than 9 in any one of the above areas. Additional coursework may be chosen from any of the preceding areas or from any other DCE courses to total 18 hours.

Students seeking endorsement in dance from the State Department of Public Instruction will have additional course requirements and must consult the Department of Dance.

CONCENTRATION IN DANCE

A 24-hour cohesive course of study for students majoring in education who need a second major or concentration in a basic academic discipline.

Work must be taken in each of the following four areas:

1. Historical/Cultural Content: 6 hours to be selected from: DCE 200, 201, 202, 323, 522, 523
2. Dance Technique: 8 hours, with at least 4 hours of credit higher than DCE 111 (modern), 113 (ballet), and 116 (jazz), including at least 1 hour in modern dance at the 212 level or higher.
3. Creative Study and Performance: 5 hours, including DCE 100 (3 hrs) and DCE 217 (1 hr). Students may also select from DCE 250, 251, 343, 351.
4. Other: DCE 345 and 446

For further information on program details, contact the Dance Department (334-5570).

DANCE COURSES (DCE)

For Undergraduates

100 Introduction to Dance (3:3).
Orientation to the art of dance and the principles governing it. Presentation of materials and experiences related to a realistic concept of the roles of dance in society. *[FA, CFA].* (FA,SP)

111 Beginning Modern Dance (1:0:3). • ***May be repeated for credit.***
Introduction to the movement techniques of modern dance, with emphasis on aesthetic and expressive qualities. (FA,SP)

112 Advanced Beginning Modern Dance (1:0:3). Pr. placement by audition or Departmental recommendation. • ***May be repeated for credit.***
Introduction to modern dance technique, including development of technical skills, rhythmic perception, and spatial awareness with emphasis on aesthetic and expressive qualities. (FA,SP)

113 Beginning Ballet (1:0:3). • ***May be repeated for credit.***
Introduction to basic ballet techniques. (FA,SP)

114 Advanced Beginning Ballet (1:0:3). Pr. placement by audition or Departmental recommendation. • ***May be repeated for credit.***
Introduction to ballet technique, including directions of the body, alignment, function and access of turnout, and use of the French ballet lexicon, with emphasis on safe and efficient body use. (FA,SP)

116 Beginning Jazz Dance (1:0:3). • ***May be repeated for credit.***
Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. (FA,SP)

200 Dance Appreciation (3:3).
Dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts. Lectures, films, demonstrations, and practical dance experience. *[FA, CFA].* (FA,SP)

201 History of Dance I (3:3).
Study of the history and philosophy of dance in selected geographical locations through the nineteenth century. (FA) *[FA, CFA].*

202 History of Dance II (3:3).
Study of the history and philosophy of dance in selected geographical locations in the twentieth century. (SP) *[FA, CFA].*

212 Intermediate Modern Dance (1:0:3). Pr. placement by audition or Departmental recommendation. • ***May be repeated for credit.***
Development of technical skills in modern dance, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive goals. (FA,SP)

214 Intermediate Ballet (1:0:3). Pr. placement by audition or Departmental recommendation. • **May be repeated for credit.**
Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality. (FA,SP)

215 Ethnic Dance/Character Dance (1:0:3). Pr. two semesters of dance technique or consent of instructor. • ***May be repeated for credit.***
Folk, ethnic and social dances from Europe, Asia and the Pacific, Africa, and the Americas as they relate to concert dance. (FA,SP)

216 Intermediate Jazz Dance (1:0:3). Pr. 116 or permission of instructor. • ***May be repeated for credit.***
Continuation of 116. (FA,SP)

217 Exploration and Improvisation in Dance (1:0:3). • ***May be repeated for credit.***
Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills. (FA,SP)

250 Dance Performance Practicum (1:0:3). Pr. open by audition or invitation. • ***May be repeated for credit.*** • ***Grade: Pass/Not Pass (P/NP)***
Rehearsal and performance of choreography created by faculty, students, and/or guest artists. (FA,SP)

251 Choreography I: Craft (2:1:2). Pr. 217.
Study of the elements of time, space, and design as they are artistically significant in dance. (FA)

255 Dance Production Practicum I (1:0:3). • ***May be repeated for credit.***
Supervised experience in introductory level technical production work supporting dance performances. (FA,SP)

312 High Intermediate Modern Dance (1:0:3). Pr. placement by audition or Departmental recommendation. • ***May be repeated for credit.***
Further development of technical skills in modern dance, including increasing complexity of movement capabilities, rhythmic structures, and spatial designs, with emphasis on aesthetic and expressive goals. (FA,SP)

314 High Intermediate Ballet (1:0:3). Pr. placement by audition or Departmental recommendation. • ***May be repeated for credit.***
Further development of technical skills in ballet, including dynamic alignment, body/mind connection, and proprioception, with emphasis on self expression through the ballet aesthetic. (FA,SP)

315 Intermediate African Dance (1:0:3). Grade of B or better in 2 semesters of 215B or permission of instructor. • ***May be repeated for credit.***
Advanced study of complex rhythms of African dance. The class will connect traditional songs, dances and music with the culture and use those elements in choreography. (SP)

316 Advanced Jazz Dance (1:0:3). Pr. 216 or permission of instructor. • ***May be repeated for credit.***
Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance.

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, MUS 323.) *[FA, CFA].*

324 Contemporary Dance: Theory and Upper-Intermediate Level Technique (2:1:3.5). Pr. placement by audition or Departmental recommendation. • *May be repeated for credit.*
Theory and practice of intermediate level modern dance technique and its relationship to the artistic and professional field. (FA,SP)

340 The Body and Motion in Dance (3:2:2).
Study of the body and movement as relevant to dance and applied to dance technique. Care of the dance instrument through overview of nutrition, prevention and care of injuries. Taught with a movement lab.

341 Accompaniment for Dance (2:1:2).
Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings. (Alt FA)

343 Dance Repertory (1:0:3). Pr. varies by section. • *May be repeated for credit.*
Creation and performance of a new or reconstructed work by faculty or guest artist. (FA,SP)

345 Dance Education in Elementary Schools (2:4 for 10 1/2 weeks).
Observation/participation of dance education with elementary schools, as well as some special education students of varying ages, with reflection on the nature of dance and its educational significance.

346 Dance Education for Middle and High School (1:4 for 5 1/2 weeks). Pr. 345.
Observation/participation of dance education in high school and with special populations, as the basis for examining the nature of dance, its personal/social significance, and the teaching/learning process. (FA)

349 Movement for the Stage (2:1:2). Pr. BCT 251 or permission of instructor..
Examination and application of theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre.

350 Dance Production (3:2:2). Pr. 255.
Theory and practice in technical production areas of dance performance. Topics include lighting, sound, costumes, scenery, video and production management. Laboratory work with University dance concerts. (SP)

351 Choreography II: Process (2:1:2). Pr. 251.
Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. (SP)

355 Dance Production Practicum II (1:0:3). Pr. 1 credit of 255. • *May be repeated for credit.*
Supervised experience in advanced level technical production work supporting dance performances. (FA,SP)

412 Advanced Modern Dance (1:0:3). Pr. placement by audition or Departmental recommendation. • *May be repeated for credit.*
Technical skills in modern dance at the advanced level, including complex movement capabilities, rhythmic structures, and spatial designs, with emphasis on aesthetic and expressive goals. (FA,SP)

414 Advanced Ballet (1:0:3). Pr. placement by audition or Departmental recommendation. • *May be repeated for credit.*
Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced/professional level. (FA,SP)

424 Contemporary Dance: Theory and Advanced Level Technique (2:1:3.5). Pr. placement by audition or Departmental recommendation. • *May be repeated for credit.*
Theory and practice of advanced level modern dance technique and its relationship to the artistic and professional field. (FA,SP)

446 Perspectives on Dance Education (3:3).
Theoretical foundations in dance education and their implications for curriculum and teaching. (SP)

447 Field Experience in Dance Education (4:2:7). • *For dance majors only.* **Pr. admission to Teacher Education in dance or permission of the instructor.**
Development of teaching skills in dance in public school settings. (FA)

452 Dance Touring Practicum (6:0:18). Pr. enrollment by audition only.
Practical experience in performing as a member of a touring dance company giving concerts in a variety of locations including public schools.

455 Career Management for the Dance Artist (2:3). Pr. dance major or permission of instructor. • *May not be taken for credit by students who have taken DCE 450.*
Overview of the professional dance world. Coursework involves viewing videos of today's touring companies and learning basic skills in auditioning, applying for jobs, grant writing, and organizing promotional materials. (Alt SP)

461, 462 Student Teaching in Dance Education (4), (5). Pr. admission by application only. • *Grade: Pass/Not Pass (P/NP).*
Supervised student teaching experience in dance education. Full-time teaching in a school setting.

463 Seminar in Dance Education (3:3). Pr. all dance education major requirements.
Summary and evaluation of student teaching experience, designed to serve as a guide in coordination of interpretations, philosophy, and understanding in dance education. (SP)

470 Creative Synthesis in Dance (3:3). Pr. B in 551 or permission of instructor.
Culminating choreographic experience for BFA in Dance majors. Full development and production of a significant choreographed work presented in concert. (SP).

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic advisor and instructor.
Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor. (FA,SP)

476 Selected Topics in Dance (1 to 3). Pr. consent of instructor. • *May be repeated twice for credit.*
Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

523 Dance of the Twentieth Century (3:3). Pr. 202 or equivalent.
Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today, and to present-day social pattern.

550 Creative Process: Dance Perspective (3:3). Pr. advanced standing in an arts program or permission of instructor.
Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. (FA)

551 Choreography III: Group Forms (3:2:2). Pr. 251 and 351 or equivalent.
Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. (FA)

560 The Dancer's Body (3:3). Pr. two semesters of dance technique and equivalent of 340, or permission of instructor.
Exploration of selected approaches to body awareness, integration, release, and their implications for dance technique and performance.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, ESS, HDF, LES, MUS, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

DEPARTMENT OF EXERCISE AND SPORT SCIENCE

250 HEALTH AND HUMAN PERFORMANCE BUILDING

Diane L. Gill, Professor and Head of Department
Professors Christina, Gill, Gould, Harris, Hoffman, Martinek, Swanson; Associate Professors Goldfarb, Karper, Morgan, Robinson, Veal, Williams; Assistant Professosr Rudolph, Sperry, Vint; Lecturers Hopewell, Judd, Poole, Richards, Wieser

EXERCISE AND SPORT SCIENCE MAJOR (BACHELOR OF SCIENCE)

REQUIRED SEMESTER HOURS:

Exercise Science and Sport Studies Fitness Leadership Concentration —
122 semester hours

Exercise Science and Sport Studies Aquatics Leadership Concentration —
122 semester hours
- Aquatic Instructional Leadership option
- Aquatics for Therapy/Rehabilitation option

Teacher Education Concentration —
125-128 semester hours

CONCENTRATIONS

The **Exercise Science and Sport Studies Fitness Leadership concentration** is designed for students preparing for fitness leadership as a career and those preparing for graduate programs related to exercise science, including occupational or physical therapy. A 6 semester hour internship, designed to provide practical experience in community settings appropriate for each student's career goals, is required. Students wishing to study for the National Athletic Training Association credential following the "internship" model may wish to major in the ESS "Fitness Leadership" concentration of Exercise Science and Sport Studies. Seek departmental advisement, Room 237 HHP.

The **Exercise Science and Sport Studies Aquatics Leadership concentration** is designed to provide entry-level professional preparation for students who will be competent to design, deliver and improve effective aquatics programs for a wide-range of community settings. There are two options in this program, Aquatic Instructional Leadership and Aquatics for Therapy/Rehabilitation. An internship placement, appropriate to each student's career goals, of either 3 or 6 semester hours, is required. There is a minimum overall GPA standard for entry into the aquatics internships.

The **Physical Education Teacher Education concentration** leads to licensure for teaching in North Carolina and most other states. The licensure program prepares a student to teach grades K-12. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching", and coaching experiences with public school students, including those with special needs. Also see "Teacher Education Programs", Part 7.

Second Major Requirement for Teacher Education Concentration

All students majoring in Physical Education Teacher Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and the second major requirement. All students who entered any college in Fall 1989 or later as freshmen are subject to this requirement.

REQUIREMENTS

Requirements for the Exercise and Sport Science Major

1. **All-University Liberal Education Requirements (AULER)** - listed separately for the ESSS and Aquatics concentrations, and for the Teacher Education concentration according to the "Second Major" chosen
2. **Related Area Requirements** - for the Teacher Education Concentration only, according to the "Second Major" chosen
3. **Additional "Second Major" Requirements** - for the Teacher Education Concentration only, according to the "Second Major" chosen
4. **Major Requirements** - for all concentrations
5. **Electives** - for all concentrations

All-University Liberal Education Requirements (AULER) Exercise Science and Sport Studies Fitness and Aquatics Leadership concentrations

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytical and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathmatics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW)	3

8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101; and CST 105 or 341	6
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
10.	World Literature (WL)	3
11.	AULER Additional Courses Required: CHE 103, 104, and 110 or CHE 111, 112, 114 and 115	7 - 8

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

All-University Liberal Education Requirements (AULER)
Physical Education Teacher Education concentration

Specific AULER area requirements for Physical Education Teacher Education VARY according to the "Second Major" chosen. Please see second major requirements outlined below for details.

— FOR THE ANTHROPOLOGY SECOND MAJOR (128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111 and ATY 253	7
7.	Non-Western Studies (NW) Required: ATY 325, 333, 335, or 337*	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
10.	AULER Additional Course Required: HEA 201	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER additional Courses, 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. Required Core: ATY 213, 253 (from AULER), 360, 387, and 411
2. *Choose one from the group ATY 325, 333, 335, 337 in addition to the course selected for the NW Area in AULER
3. One from the following: ATY 201, 212, or 258

— FOR THE BIOLOGY SECOND MAJOR (128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111 and 112	8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
10.	AULER Additional Courses Required: HEA 201	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (9 semester hours plus 6 hours in AULER)

One course from **three** of the following:

1. Ecology: BIO 301
2. Cell biology: BIO 355
3. Genetics: BIO 392
4. Diversity: BIO 322, 341, 354, or 370

— FOR THE ENGLISH SECOND MAJOR (128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL) Required: One from ENG 211, 212, 251, 252*	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and ENG 223**	6
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, and AULER Additional courses, 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. Required Core: Two additional courses from ENG 211, 212, 251, 252* (one course was chosen above in AULER)
2. Language and Writing: ENG 260 in addition to ENG 223 ** chosen for AULER
3. Literature before 1800: One course from ENG 336, 337, 338, 339, 340, 342, 360, 381, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. Literature After 1800: One course from ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. One additional course from last two categories

— FOR THE GEOGRAPHY SECOND MAJOR
(128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and GEO 103 or 111	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
10.	AULER Additional Courses Required: GEO 202 or GEO 301	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in Geography from AULER)

One course from each of the following:

a. GEO 321, 322, 323
b. GEO 103 or 111 (from AULER)
c. GEO 202 or 301 (from AULER)
d. GEO 102, 104, 313, 344
e. GEO 105
f. Three additional GEO courses

— FOR THE HISTORY SECOND MAJOR
(125 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE) Required: One course from HIS 311, 360, or 366*	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP) Required: One course from HIS 221, 251, 252, 357, 369, or 374**	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 6 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

The History Department divides courses into three groups: Western European History, U.S. History, and the history of remainder of the world. These are the fields given below:

Field 1

A. *One course from HIS 311, 360, or 366 (chosen from the AE Area of AULER)

B. **One course from HIS 221, 251, 252, 357, 369, or 374 (chosen from the HP Area of AULER)

Field 2

A. One course from HIS 211, 212, 301, 302, 330, 336, 347, or 359

B. One course from HIS 335, 339, 340, 343, 344, 502, 511, 515, 517, 518, 526, 545, 549, 550

Field 3

A. One course from HIS 203, 204, 215, 216, 240, 361, 377, or 381

B. One course from HIS 217, 218, 304, 307, 308, 320, 321, 339, 370, 378, 383, 384, 385, 386

Two additional HIS courses. At least two courses in the 24-hour concentration must be at the 500-level.

— FOR THE PHILOSOPY SECOND MAJOR
(128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	British or American Literature (BL) or World Literature (WL)	3

2.	Fine Arts (FA)	3
3.	Historical Perspectives on Western Culture (HP) Required: PHI 252*	3
4.	Mathematics (MT) Required: STA 108	3
5.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
6.	Non-Western Studies (NW)	3
7.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and PHI 211**	6
8.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, Literature (BL/WL), 3 hours, and AULER Additional Courses, 6 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. PHI 211* and PHI 252** (taken in AULER) and PHI 251 and 111
2. Four additional PHI courses at the 200 level or higher

— FOR THE RELIGIOUS STUDIES SECOND MAJOR (125 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE) Required: REL 207 or 309*	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP) Required: REL 202 or 204**	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
8.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
9.	Additional Course Required: HEA 201	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Non-Western Studies (NW), 3 hours, and Reasoning and Discourse (RD), 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

The Religious Studies Department titles the subdivisions of interest "groups":

1. One course from each category:
   Group 1: REL 210, 211, 212, 215, 218, 220, 221, 225, 351
   Group 2: REL 202, 204, 301, 305, 366, 367
   Group 3: REL 207, 230, 240, 259, 324, 325, 328, 330, 331, 333, 339, 340, 365
   Group 4: REL 309, 310, 314, 318, 503
2. Four additional courses at the 200-level or higher

— FOR THE SOCIOLOGY SECOND MAJOR (128 TOTAL SEMESTER HOURS)

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW) Required: SOC 300*	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
10.	AULER Additional Courses Required: SOC 101 or 201**	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. SOC 101** or 201** (selected in AULER as Additional SB Area course)
2. SOC 301, 302, 490
3. Two courses from: SOC 341, 342, 344, and 345
4. SOC 300* (selected in AULER as NW Area course)
5. One additional approved SOC course

MAJOR REQUIREMENTS— FOR ALL CONCENTRATIONS

All Exercise and Sport Science majors must take the following 30 semester hours of Core Courses:

1. ESS 280, 285, 330, 351, 375, 376, 385, and 388 must be completed with a grade of "C" (2.0) or higher.
   NOTE: No course from the ESS Theory Core may be taken more than twice.

2. Six additional activity courses as follows; no activity course may be repeated for credit in the ESSS concentration:
   • for ESSS Aquatic Leadership concentration, include 258, 259
   • for ESSS Fitness Leadership concentration, minimum 6 hours
   • for Teacher Education concentration, 6 hours to include 207, 208, 213, 214, 315, and 316.
3. All majors in all concentrations are required to complete training in first aid and adult and child CPR and must be current for ESS 461-462, 477, 594, 595. Report to ESS Department with documentation.
   Minimum requirements are:
   (a) for Teacher Education K-12 and ESS Fitness Leadership, ARC Sport Safety Training with Adult and Child CPR.
   (b) for Aquatics, ARC First Aid and CPR for the Professional Rescuer
   (c) Specific courses may have additional requirements
4. A minimum GPA of 2.3 at UNCG is required for an undergraduate to enroll in 500-level courses in the Department of Exercise and Sport Science.
5. To qualify for graduation, all majors in all concentrations must achieve a grade of "C" (2.0) in each required course with an ESS prefix.

ESSS Aquatics Leadership Concentration

Aquatic Instructional Leadership Option:

1. Additional ESS courses: 202, 220, 390, 410, 458, 459, 594
2. Related areas: LES 111; MGT 200; *BIO 111, BIO 271 and 277 or approved transfer courses; *CHE 103, 104, and *CHE 110L or CHE 111, 112, 114, and 115; *CST105 or 341; FNS elective; HEA elective; *PSY 121; *STA 108.
3. A minimum overall GPA of 2.5 is required for enrollment in ESS 594 (internship)

   * Students should take these courses as part of the fulfillment of AULER.

Aquatics for Therapy/Rehabilitation Option:

1. Additional ESS courses: 220, 381, 410, 459, 568, 594
2. Related areas: LES 231 or 314; *BIO 111, BIO 271 and 277 or approved transfer courses; *CHE 103, 104, and *CHE 110L, or CHE 111, 112, 114, and 115; *CST 105 or 341; FNS elective; HEA elective;*PSY 121; *STA 108.
3. A minimum overall GPA of 2.5 is required for enrollment in ESS 594 (internship)

   * Students should take these courses as part of the fulfillment of AULER.

ESSS Fitness Leadership Concentration:

1. Additional ESS courses: 220, 410, 568, 569, 570, 595 (a minimum GPA over 2.3 is required for **enrollment in any ESS 500-level course)**
2. Related areas: *BIO 111, BIO 271 and 277 or approved transfer courses; *CHE 103 and 104 and CHE 110 lab, **or** *CHE 111 and 112 lab **and** *CHE 114 and 115 lab; *CST105 or 341; *STA 108; HEA elective; FNS elective
3. A minimum GPA over 2.3 is required for **enrollment in any ESS 500-level course.**

   * Students should take these courses as part of the fulfillment of AULER.

Additional Requirements for entry into the ESSS or Aquatics Leadership internship courses, ESS 594 or 595

Note— Students should begin early by getting written, detailed instructions from ESS Department, 237 HHP.

At the time of application for placement in ESS 594 or 595, students must present evidence of the following:

1. Health and immunization clearances:
   a. a tuberculin Mantoux skin test (or chest x-ray if skin test is positive)
   b. a tetanus toxoid immunization
   c. Rubella and Measles evidence as required by the University
   d. history of Mumps or Mumps immunization
   e. Chicken Pox titre or Chicken Pox vaccination
   f. completion of Hepatitis B immunization series (begin the inoculation series at least one year before the semester of internship placement)

If immunization requirements change on short notice, students will be notified.

2. Students must purchase professional liability insurance to begin the courses 594 or 595. Students should obtain a written, detailed explanation of this requirement in the ESS Departmental Office.

Teacher Education Concentration:

1. Additional ESS courses: 217, 299, 354, 381, 454, 461-462, 464
2. ARC Certification in Community First Aid and CPR is required
3. Teacher Licensure Requirements: HEA 201, ELC 381, CUI 450, 470, and satisfactory teaching and technology portfolios.
4. Students who have not been admitted to the Teacher Education Program may not enroll in ESS 354, 454, 461, 462, 464.

Additional information about Teacher Education Programs may be found in Part 7.

Electives

Sufficient to complete total semester hours required for degree.

Transfer Students — Students who enter the UNCG Exercise and Sport Science major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background in science (BIO 111, 271, 277) and physical education activities. For those students seeking Teacher Licensure who are also required to complete a "Second Major", the time commitment may be further extended.

MINOR IN SPORT COACHING

REQUIRED: MINIMUM OF 21 SEMESTER HOURS

May be chosen by any degree-seeking UNCG student. To assure practicum placements, students must apply to the Department for approval of their Sport Coaching Minor Plan before completing 15 semester hours of the program. Approved plans for courses and qualifications will reflect the eight domains of sport coaching competence recognized by the

National Association for Sport and Physical Education in the publication *National Standards for Athletic Coaches, 1995.*

Minimum requirements for an acceptable program plan include:

1. Injuries— Prevention, Care and Management: ESS 390,
2. Risk Management: ESS 477, and a current appropriate student professional membership
3. Growth, Development, and Learning: ESS 285, or other approved course, ESS 381 or LES 314
4. Training, Conditioning and Nutrition: ESS 220 (ESS majors may substitute FNS or HEA elective)
5. Social/Psychological Aspects of Coaching: ESS 388
6. Skills, Tactics and Strategies: ESS intermediate course or certification in the sport of coaching focus
7. Teaching and Administration: ESS 213 or 214 or 301 or specialized credential (e.g. *WSI, USTTA, USFA*)
8. Professional Preparation and Development: ESS 477 **placement.** LES 213 or ESS 464 recommended.

At the time of placement for ESS 477 Coaching Principles and Practicum, each student must hold *current* American Red Cross Certificates for Community First Aid and Adult/Child CPR.

EXERCISE AND SPORT SCIENCE COURSES (ESS)

For Undergraduates

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

101 Beginning Volleyball (1:0:3).
Introduction to basic techniques, knowledges, and strategies of volleyball.

102 Team Handball (1:0:3).
Olympic sport activity which uses basketball playing skills in a soccer format.

103 Softball (1:0:3).
Introduction to basic techniques, knowledges, and strategies of slow pitch softball.

104 Beginning Basketball (1:0:3).
Development of fundamental skills, strategical elements and knowledge of basketball.

106 Beginning Soccer (1:0:3).
Development of fundamental skill, strategies and knowledge of soccer.

119 Personalized Physical Education (1:0:3). Pr. permission of a faculty supervisor and medical approval. • ***May be repeated for credit.***
Designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured.

120 Conditioning (1:0:3). • ***May be repeated for credit once.*** • ***Students may not take both ESS 299 and 120.***
Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness.

121 Beginning Archery (1:0:3).
Introduction to basic techniques, knowledge, rules, and equipment of archery.

122 Bicycling (1:0:3).
Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

123 Beginning Snow Skiing (1:0:3).
Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately $180, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.

124 Backpacking (1:0:3).
Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area. Fee: approximately $20 for food and travel.

125 Hiking/Camping (1:0:3).
Basic hiking/camping skills, compass and topographical map use. Includes 20 hours of class sessions plus 1 overnight weekend camping trip. Fee: approximately $20 for food, travel, and campground fees.

126 Modern Rhythmical Gymnastics (1:0:3).
Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

127 Beginning Golf (1:0:3).
Fundamentals of golf with opportunity to practice skills and play on the University golf course.

128 Beginning Bowling (1:0:3).
Introduction to basic skills, knowledge, and scoring of bowling. Off-campus course; fee approximately $30.

129 Beginning Olympic Gymnastics (1:0:3).
Fundamental skills and mechanics in tumbling, trampoline, and Olympic apparatus and events.

130 Weight Training (1:0:3). • ***May be repeated once for credit.***
Weight training with emphasis on principles, techniques, and development of individualized programs.

131 Jogging (1:0:3). • ***May be repeated once for credit.***
Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures.

132 Ice Skating (1:0:3).
Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills. Fee: approximately $40, includes skate rental and rink fee.

142 Social Dance (1:0:3).
Basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha-cha, waltz, tango, polka, rumba, samba, and current popular dances.

147 Square Dance (1:0:3).
Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

150 Swimming for Non-Swimmers (1:0:3).
Designed for students with a fear of the water and a desire to learn to swim.

151 Beginning Swimming (1:0:3).
Basic course in swimming for students with little or no knowledge of strokes and little deep water experience.

170 Beginning Fencing (1:0:3).
Introduction to basic footwork, attacks, and defenses of foil fencing with opportunity for competitive bouting.

171 Beginning Badminton (1:0:3).
Introduction to basic techniques, knowledges, and strategies of badminton.

172 Beginning Self-Defense (1:0:3).
Basic skills of non-weapon defense, including techniques from karate and judo.

173 Beginning Racquetball (1:0:3).
Introduction to basic skills, rules, and strategy of racquetball.

174 Wrestling (1:0:3).
Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

175 Beginning Tennis (1:0:3).
Introduction to basic skills, rules, and scoring of tennis.

201 Intermediate Volleyball (1:0:3). Pr. 101 or instructor's approval.
Introduction to advanced techniques, knowledges, and strategies of volleyball.

202 Water Aerobics (1:0:3).
Various methods of water exercise for conditioning are presented with focus on proper alignment and technique, principles of conditioning, and assessment. Emphasis on improvement and maintenance of personal fitness.

203 Fitness Swim (1:0:3).
Emphasis on stroke efficiency and lap swimming for conditioning. Principles of conditioning, assessment and periodization are applied to swimming. Emphasis on improvement and maintenance of personal fitness.

204 Intermediate Basketball (1:0:3). Pr. 104 or permission of instructor.
Refinement of skills, strategies and knowledge in basketball.

205 Rhythmic Aerobics (1:0:3). • ***May be repeated once for credit.***
Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility.

206 Intermediate Soccer (1:0:3). Pr. 106 or permission of instructor.
Refinement of skills, strategies and knowledge of soccer.

207 Selected Physical Activities I - Core Program (1:0:3). Pr. ESS majors only.
Survey of selected physical activities with special emphasis on personal performance experience. (FA)

208 Selected Physical Activities II - Core Program (1:0:3). Pr. ESS majors only.
Continued experience in selected physical activities, with special emphasis on personal performance. (SP)

209 Advanced Rhythmic Aerobics (1:0:3). Pr. 205 or permission of instructor.
Conditioning course designed for students who have foundational knowledge and experience in rhythmic aerobics. Beginning level experience extended through use of complex choreography patterns and advanced training methods. (FA,SP)

210 Rhythmic Aerobics Instructor (2:2:1). Pr. 209 or permission of instructor.
Examination and application of principles from exercise science, music structure and group management for teaching rhythmic aerobics. Assists in preparation for ACSM Exercise Leader, AFAA and ACE Aerobics Instructor certifications. (FA,SP)

213 Sports Performance & Analysis I (1:3).
Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model. (SP)

214 Sports Performance & Analysis II (1:3).
Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model. (FA)

217 Introduction to the Teaching of Physical Education (2:3).
Nature of teaching physical education; emphasis on its relationship to total educational experience. First-hand experience working with learners of diverse backgrounds and ability, grades K through 12, in varied settings. (FA)

220 Physical Fitness for Life (3:2:3).
Activity-based course with selected lecture material regarding principles and methods for developing and maintaining physical fitness. Development and conduct of a personal program designed for continuing participation throughout life.

221 Intermediate Archery (1:0:3). Pr. 121 or instructor's approval.
Introduction to advanced techniques and knowledge of archery.

223 Intermediate Snow Skiing (1:0:3). Pr. 123 or instructor's approval. • ***Fee: approximately $180, includes equipment rental, fees, and accident insurance for 5 days at French-Swiss Ski School, Blowing Rock, North Carolina.***
Intermediate techniques of skiing including parallel turns, mogul skiing, wedlin, and introduction to free-style skiing.

227 Intermediate Golf (1:0:3). Pr. 127 or instructor's approval.
Review and refinement of beginning skills; sand trap shots; uphill, downhill, and sidehill lies; opportunity to play on local golf courses. Fee: approximately $12 for green fees.

228 Intermediate Bowling (1:0:3). Pr. 128 or instructor's approval.
Refinement of beginning skills and individual delivery, style, and league bowling. Off-campus lanes; fee approximately $30.

229 Intermediate Olympic Gymnastics (1:0:3). Pr. 129 or instructor's approval.
Refinement of beginning techniques and individual mastery and progress.

230 Psychological Skills for Optimal Performance (3:2:2).
Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

240 Introduction to World Folk Dance (1:0:3).
Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics, and cultural settings of dances from all parts of the world.

242 Clogging (1:0:3).
Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, freestyle clogging, and Appalachian Big Circle Mountain Dancing.

243 Intermediate Folk Dance (1:0:3). Pr. 240 or instructor's approval.
Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.

252 Low Intermediate Swimming (1:0:3). Pr. 151 or instructor's approval.
Designed for students who have a basic knowledge of swimming skills and are deep water swimmers.

254 High Intermediate Swimming (1:0:3). Pr. 252 or instructor's approval.
Development of nine swimming strokes, endurance swimming, and diving.

255 Water Safety Education (1:0:3). Pr. 254 or approval of instructor.
Emphasis on personal and community water safety and group supervision; prevention of water accidents and emergency responses by individuals who are NOT Lifeguard Trained.

256 Advanced Swimming (1:0:3). Pr. 254 or instructor's approval.
Refinement of basic swimming strokes and stroke variation, diving, synchronized and competitive swimming skills.

257 Synchronized Swimming (1:0:3). Pr. 252 or instructor's approval.
Basic skills in synchronized swimming, individual and group stroking and floating patterns, and opportunity to create routines performed to musical accompaniment.

258 Lifeguard Training (2:1:2). Pr. 254 or instructor's approval.
Presents skills, knowledge and techniques for lifeguarding; certification in CPR, First Aid and Pool Lifeguarding are possible.

259 Water Safety Instructor (3:2:2). Pr. 17 yrs. old; ESS 255 and 256 or equivalent.
Development of knowledge and skill to teach and to certify others in the American Red Cross Programs of swimming and elementary rescue

260 Water Polo (1:0:3). Pr. 254 or instructor's approval.
Combination of the strategies of soccer and basketball with swimming endurance and skills unique to water polo.

261 Springboard Diving (1:0:3). Pr. 151 or equivalent or instructor's approval.
Personal skills, rules, judging, scoring, coaching, and training techniques, and relevant mechanical principles for 1 meter springboard diving.

262 Safety Training for Swim Coaches (1:0:3). Pr. competitive swimming or swimming coach experience, 254 or equivalent.
Identify potential aquatic facility safety hazards, recognize and assist swimmers in distress, understand effects of specific medical conditions on competitive swimmers, and improve competitive skills and techniques.

263 Basic SCUBA (2:1:2). Pr. 254 or equivalent or permission of instructor. • ***A medical form must be completed and approved before participation.*** • ***Additional fees for equipment rental and certification; must provide own mask, fins, snorkel and booties.***
Skills, knowledge, and techniques of skin and SCUBA diving. Opportunity provided for open water training and final certification.

264 Advanced SCUBA (2:1:2). Pr. 263 or equivalent with permission of instructor. • ***A medical form must be completed and approved before participation.*** • ***Additional fees for equipment rental, quarry use and certification; must provide own mask, fins, snorkel and booties.***
Increase skills and knowledge beyond level of basic SCUBA diver, experience additional aspects of sport diving (eg. night diving, search and recovery), and become familiar with operation and maintenance of SCUBA equipment.

268 Canoeing (1:0:3). Pr. ability to swim for 15 minutes without aid. • ***Additional fees for equipment and field trips.***
Introduction to basic canoeing skills. Course taught at Piney Lake and day and overnight camping/canoe trips to other sites.

269 Sailing (1:0:3). Pr. ability to swim for 15 minutes without aid. • ***Additional fees for equipment and field trips.***
Introduction to basic sailing competencies and fundamental racing strategy.

270 Intermediate Fencing (1:0:3). Pr. 170 or instructor's approval.
Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing.

271 Intermediate Badminton (1:0:3). Pr. 171 or instructor's approval.
Refinement of beginning skills; emphasis on advanced skills and strategies.

272 Taekwondo (1:0:3).
Acquisition and development of the basic techniques and knowledge of taekwondo. Presented in the culturally correct form.

273 Intermediate Racquetball (1:0:3). Pr. 173 or permission of instructor.
Intermediate skills and advanced strategy of racquetball developed through practice and game situations.

275 Intermediate Tennis (1:0:3). Pr. 175 or instructor's approval.
Continuation of various tennis strokes with practice in singles and doubles strategies.

276 Advanced Tennis (1:0:3). Pr. 275 or instructor's approval.
Designed for student who can perform the various tennis strokes with consistency and accuracy. Emphasis on game strategies.

277 Advanced Golf (1:0:3). Pr. 127, 227, or consent of instructor. • ***Fee approximately $20.00.***
Advanced physical and mental skills will be learned, practiced and implemented. Approximately one-third of the course will include playing at a local golf course.

280 Research and Evaluation in Physical Education and Sport (3:3). Pr. sophomore standing; STA 108 or 271.
Surveys the scope of literature and sources of knowledge in physical education and sport science. Measurement, evaluation, and research methods applied to selected problems of professional practice.

285 Motor Development (3:3).
Lifespan analysis of motor skill development as a function of chronological age.

290 Aesthetics of Sport (2:2:1).
Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic.

299 Physical Conditioning for Children (1:0:3). Pr. ESS majors only.
Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of conditioning programs for children.

301 Advanced Sport Technique (1:0:3). Pr. intermediate course(s) in the sport(s) selected and permission of Physical Education Department Head. • ***May be taken once for each sport studied.***
Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course.

315 Children's Educational Games (1:0:3). Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of game skills and offensive/defensive strategies appropriate for children. (FA)

316 Children's Educational Gymnastics (1:0:3). Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of gymnastic skills appropriate for children. (FA)

330 Sociocultural Analyses of Sports and Exercise (3:3).
Analyses of sports and exercise in sociocultural contexts. Topics include professional sports, intercollegiate sports, youth sports, violence in sports, gender and sports, ethnicity and sports, and media and sports. *[SB, CSB]*

341 Teaching Elementary School Physical Education I (3:3). Pr. junior or senior standing or permission of instructor.
Introduction to teaching physical education in grades K-6. Designed especially for the preservice classroom teacher. May include some field experiences.

342 Teaching Motor Skills to Preschool Children (3:2:3). Pr. HDF 302 or equivalent.
Strategies and techniques to enhance motor skill development of children ages 2-5 in the home, on the playground, and in the the classroom. Field work with children emphasized.

350 History of American Sport (3:3).
Examination of the development and significance of sport in American society.

351 History and Philosophy of Sport and Physical Education (3:3).
Study of significant people, events and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.

352 Philosophy of Sport (3:3).
Overview of philosophical concerns related to study of sport and sport experiences, examined with use of current sport philosophy literature.

354 Curriculum and Teaching: Children's Physical Education (3:1:6). Pr. 215, 216, or permission of instructor. • *Admission to Teacher Education is required.*
Planning and organizing for teaching and observation of movement in children's physical education. Special emphasis will be on philosophy, curriculum development, and selection of appropriate content for elementary students. (FA)

360 SCUBA Rescue (2:1:2). Pr. 264 (may be taken concurrently) or equivalent. • *A medical form must be completed and approved before participation.* • *Additional fees for equipment rental, quarry use and certifications.* • *Students must provide own mask, fins, snorkel, and booties.*
Become skilled in evaluating and taking action in SCUBA rescue situations. Includes certification in CPR, First Aid, and administration of O_2.

365 SCUBA Divemaster (2:1:2). Pr. 360 or equivalent. • *A medical form must be completed and approved before participation.* • *Some additional fees and equipment required.*
Entry level course to become a diving professional. Develop ability to organize, conduct and supervise recreational diving activities; develop comprehensive knowledge of diving theory.

375 Physiology of Sport and Physical Activity (3:2:3). Pr. BIO 271 and 277 or permission of the instructor.
Study of the factors affecting physiological function of the body as related to physical performance. Laboratory physiological evaluation experience included.

376 Biomechanics of Sport and Physical Activity (3:2:3). Pr. BIO 271 or consent of instructor; one course in calculus or algebra reccommended.
Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

381 Physical Education for Individuals with Special Needs (3:3).
Survey of all aspects of developmental, adapted, and corrective physical education for populations of children and adults with disabilities. Field experiences may be required.

385 Motor Learning and Control (3:3). Pr. PSY 121.
Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance.

388 Psychology of Sport and Exercise (3:3). Pr. PSY 121.
An examination of the psychological theories and research related to sport and exercise behavior.

390 Prevention and Care of Athletic Injuries (2:1:2). • *Supplies cost approximately $12.*
Designed to provide knowledge and skills to aid in prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.

410 Process of Skill Acquisition (1:0:3). Pr. ESS Majors only. ESS 285, 288 and 388; 375 and 376 are approved corequisites.
Development of basic skills and strategies in two novel activities. Emphasis on the integration of theoretical knowledge with applied experience in skill acquisition.

425 Assistant Instructor of SCUBA (3:1:4). Pr. 365 or equivalent. • *A medical form must be completed and approved before participation.* • *Liability insurance is required.* • *Additional fees for quarry use and equipment.*
Refine skills and theoretical knowledge to instructor level; develop instructional skills; understand administration and certification procedures.

454 Curriculum and Teaching: Secondary School Physical Education (3:1:6). Pr. 213, 214 or permission of instructor. • *Admission to Teacher Education is required.*
Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content. (SP)

458 Aquatic Facilities Management (3:3).
Design, programming, personnel practices, maintenance, operating procedures, risk management and record keeping as they apply to management and administration of aquatic facilities. Certification as National Swimming Pool Foundation Certified Pool Operator possible.

459 Aquatics Instruction for Individuals with Special Needs (3:2:2). Pr. 259 or instructor's approval. • *Liability insurance required (available in class).*
Review of disabilities and methods of instruction; emphasis on inclusion, needs assessment, and practice teaching experience in the water. Adapted Aquatics certification through the American Alliance of Health, Physical Education, Recreation and Dance possible.

461-462 Student Teaching and Seminar in Physical Education (6)-(6). Pr. program requirements leading to student teaching. Methods courses (ESS 354 and 454) must be taken at UNCG. Admission by application only. • *Admission to Teacher Education is required.* • *ARC FA and CPR must be current.* • *Grade: Pass/Not Pass (P/NP).*
Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars. (SP)

464 Administration of Physical Education and Athletics (3:3). Pr. senior standing. • *Admission to Teacher Education is required.*
Administrative considerations of conducting modern physical education and/or athletic programs in secondary schools and colleges. (SP)

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic adviser, instructor, and undergraduate program coordinator.
Intensive work in area of special interest in physical education. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.

476 Problems Seminar (2:2).
Current problems in field of physical education. Opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be approved by instructor.

477 Coaching Practicum in a Selected Sport (3:6). Pr. HEA 236/338, demonstrated knowledge/skill in sport selected. • *Open only to upper division students seeking minor in sport coaching.*
Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities provided at public school and university levels.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

A minimum GPA of 2.3 at UNCG is required for an undergraduate to enroll in 500-level courses in the Department of Exercise and Sport Science.

530 Play, Games, and Sport (3:3).
Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

531 Issues in Competitive Sports for Children and Youth (3:3). Pr. permission of instructor.
In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved.

532 Women in Sport and Physical Activity (3:3). Pr. Junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor.
Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives.

535 Exercise Science/Fitness Internship (3:0:8). Pr. 575 and 568 or instructor's approval. Permission of instructor required.
Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

545 Psychology of Coaching (3:3). Pr. PSY 121 or permission of instructor.
Overview of sport psychology principles applied to the teaching and coaching of sport activities.

550 Sports Clinic (1).
Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

563 Development of Physical Education in the Western World (3:3).
Historical overview of development of physical education in Western Civilization from classical times to the present age.

564 History of American Physical Education (3:3).
Study of development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.

567 Measurement and Evaluation in Physical Education (3:3).
Survey of tests and application of measurement in physical education. Elementary testing procedures.

568 Health/Fitness: Assessment and Prescription (3:3). Pr. 375 or 575, and 376, or permission of instructor; CPR must be current throughout the course.
Scientific principles of exercise emphasizing design of safe, appropriate, individualized exercise programs for all ages; foundation for future ACSM certification as a health/fitness instructor. Emphasizes health-related physical fitness.

569 Exercise Instruction (3:3). Pr. 375 or 575, and 568, or permission of instructor.
An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels.

570 Development and Implementation of Fitness Programs (3:3). Pr. 568 or permission of instructor.
Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

571 Physical Education for Individuals with Special Needs (Advanced) (3:3). Pr. 381 or permission of instructor.
Advanced study of physical education for persons with mental and physical disabilities. Clinical experience is provided.

575 Physiology of Exercise (3:3). Pr. 375, BIO 271, 277, or permission of instructor.
An in-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise.

576 Nutrition and Physical Fitness (3;3). Pr. BIO 277 and NFS 213 or equivalent required. ESS 375 or 575 recommended.
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as NFS 576)

578 Needs Assessment of Persons with Disabling Conditions (3:3). Pr. permission of instructor.
Determination of gross motor and perceptual/gross motor performance needs of persons with disabilities. Analysis of published and teacher-made instruments. Construction of new tests for physical education for persons with special needs in physical activities.

579 Exercise and Older Adults (3:3). Pr. junior admission only by permission of instructor.
Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, HDF, LES, MUS, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

589 Experimental Course: Anatomical Kinesiology (3:3). Pr. 376 or equivalent.
Basic mechanical properties of biological materials in relation to human motion. Comprehensive analysis of joint motions and major muscles of motion, including palpation and muscle testing. Analysis of joint actions and protocols for stretching and strengthening muscle groups. (Offered FA98)

589A Experimental Course: Advanced Techniques in Adapted Aquatics (3:2:3). Pr. 259 and 459, or permission of instructor.
Topics include anatomical basis of and physiological responses to exercise in water, assessment of mobility, development of techniques and protocols to increase mobility/decrease pain in persons with disability/injury. (Offered SP98)

589B Experimental Course: Programs for Underserved Youth (3:3).
Focus will be on factors that predispose youth to being at risk and to physical activity programs that address their needs. Includes overview of various ways of evaluating effectiveness of programs in schools and other community settings. (Offered SU98)

594 Internship in Aquatic Leadership (3:1:8 or 6:2:16). Pr. 375, 459, and overall GPA of 2.50. • ***Grade: Satisfactory/Unsatisfactory, S/U.*** • ***Liability insurance, First Aid and CPR certifications, and medical clearance are required.***
A supervised field experience in aquatic leadership in qualified agencies.

595 Exercise Science/Fitness Internship (3:1:8 or 6:2:16). Pr. 568; approved co-requisites 569 and 570; and/or permission of instructor. • ***Grade: Satisfactory/Unsatisfactory, S/U.*** • ***Liability insurance, First Aid and CPR certifications, and medical clearance are required.***
A supervised field experience in fitness leadership in qualified agencies providing fitness programs.

Please refer to the *Graduate School Catalog* for additional graduate level courses.

Department of Public Health Education

437 Health and Human Performance Building
Keith A. Howell, Professor and Head of Department
Professor Gruchow; Associate Professors Bibeau, Conley, King, Lawrance; Assistant Professors Lovelace, Smith; Lecturer Durward; Adjunct Lecturer Pavik

The mission of the Department of Public Health Education is to promote the health of human populations through activities organized to affect the learning, decision-making and capacity of individuals, groups, and communities. In collaboration with Piedmont Triad community organizations, the Department prepares professional health educators and advances public health practice and knowledge.

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Public Health Education, with concentrations available in Community Health Education and School Health Education. Both concentrations provide field experiences in public and private agencies as a part of the professional studies program. Graduates have found career paths open to them in public health departments, schools, and various health and human services agencies. The student who wishes to declare a Health Education major should consult with the Department Undergraduate Program Director, to be assigned an advisor and receive information about required course schedules and sequences.

Health Education Major (Bachelor of Science)

Required:

Community Health Education Concentration — 124 semester hours

School Health Education Concentration — 124 to 127 semester hours (depending on second area of concentration)

• Community Health Education Concentration (124 semester hours)

Students in this concentration are prepared to design and implement health promotion programs in the community. Graduates have found careers in national, state, and local health agencies, health and human services organizations, and business and industry.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours, and a C or better in all required HEA courses

Admission to Senior Practicum Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements (HEA 340 and 345)
3. At least 2.2 grade point average (overall)
4. A grade of C or better in all required HEA courses
5. Current American Red Cross Certification in Community First Aid and Safety.

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)— Required: STA 108	3
6.	Natural Science (NS)—Required: BIO 111 and one other NS course	7
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102	6
9.	Social and Behavioral Sciences (SB) Required: PSC 210 and SWK 311	6
10.	World Literature (WL)	3
11.	AULER Electives— Required: CST 341 and HEA 201	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Health Education Requirements (47 semester hours)

1. HEA 315, 320, 327, 340, 345, 380, 405, 425, 428, 467
2. Four of the following courses, with at least three from HEA: HEA 260, 310, 330, 331, 333, 341, 347, 369, 450; ECO 390; ESS 220, 375; NFS 213

Related Area Requirements (7 semester hours)

1. BIO 277
2. ISM 110

Free Electives (24 semester hours)

Sufficient to complete total semester hours required for degree and concentration chosen.

• School Health Education Concentration (124-127 semester hours)

Students in this concentration are prepared for teaching grades K-12 in public and private schools, and school-related positions with selected community agencies. Admission into the UNCG Teacher Education program is required. See "Teacher Education Programs", Part 7.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours.

Health Education Requirements (31 semester hours)

HEA 260, 310, 320, 331, 341, 342, 345, 369, 380, 425, 467

Student Teaching Requirements (12 semester hours)

HEA 461, 462, 463, 464

Admission to Student Teaching Courses (HEA 461-464)

1. Admission to Teacher Education Program
2. Completion of all Teacher Education requirements
3. Minimum 2.5 grade point average (overall)
4. A grade of C or better in all required HEA courses

Licensure Requirements (8-9 semester hours)

CUI 450, and 470 or 517; ELC 381

Second Area of Concentration

All students majoring in School Health Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. The folowing majors have been approved as a second area of concentration for a **School Health Education** major: Biology, History, Psychology, and Sociology. Students are to consult with the Department of Public Health Education to obtain the specific course requirements for each of these concentration areas.

HEALTH EDUCATION AS A SECOND MAJOR

Course requirements for the Health Education second major are the same as for the major.

MINOR IN HEALTH STUDIES

1. HEA 201; FNS 213; ESS 220; nine additional hours of health courses
2. Grade of C or better in courses counted toward minor
3. At least 2.2 grade point average
4. Completion of at least 12 semester hours at UNCG and a minimum grade point average of 2.2 at time of registration for the minor

NOTE: Students interested in the minor should contact the Department of Public Health Education.

PUBLIC HEALTH EDUCATION COURSES (HEA)

For Undergraduates

201 Personal Health (3:3). • ***Fulfills teacher licensure requirements. Elective for all others.***
Study of determinants of healthful and safe living for various age groups; emphasis on analyses and interpretations of research methods and findings within a social ecological conceptual framework. (Formerly 201 Health: A Personal Look) *[SB, CSB]*

236 First Aid (1:1). • ***Students may not take both 236 and 338 for credit.***
American Red Cross Standard First Aid Course leading to certification for those who qualify.

260 Human Sexuality (3:3).
Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions. *[SB, CSB]*

310 Emotional Health (3:3).
Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

315 Epidemiology and Disease Processes (3:3). Pr. sophomore standing, HEA 201 or concurrent enrollment, or permission of instructor.
Study of the distribution and determinants of disease occurrence with emphasis on application to health education. (SP)

320 The School Health Program (3:3). Pr. 327 or 334, or permission of instructor.
Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth. (SP)

327 Foundations for Community Health Education Practices (3:3). Pr. prior or concurrent enrollment in 201; minimum cumulative GPA of 2.0; junior standing; enrollment in health education major; or permission of instructor.
Orientation to community health and principles governing it. Special emphasis on role of community health educator and his responsibilities with regard to total community health framework. (FA)

330 Family Health (3:3). Pr. 201 or permission of instructor. Elective for sophomores, juniors, and seniors.
Factors contributing to health of the family at various stages in the life cycle, with emphasis on selected health problems as they affect family health maintenance and promotion.

331 Alcohol and Other Drugs (3:3). Pr. sophomore standing.
Analysis of epidemiological, physiological, psychosocial and public health considerations of alcohol-drug use. Emphasis on public health education and promotion approaches to intervention. Exploration of health behavior theory and intervention strategies.

333 Health of Women (3:3).
Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Same as NUR 330)

334 Community Health (3:3). Pr. sophomore standing.
Overview of complex social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment.

338 Safety and First Aid (3:3). • ***Students may not take both 236 and 338 for credit.***
Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included.

340 Community Observation and Needs Assessment (3:3:3). Pr. prior or concurrent enrollment in 201; minimum cumulative GPA of 2.0; junior standing; enrollment in health education major; or permission of instructor.
Observation and assessment of community structure, agencies, and residents to determine health needs and interests. Students also observe professionals conducting community health education programs. (FA)

341 Elementary School Health (3:3). Pr. Health Education Major or acceptance into Teacher Education Program.
Health content relevant to college students followed by analysis of such content to derive information appropriate for elementary children. Includes methodologies for conduct of elementary school health program.

342 Observation and Participation in School Health Education (2:2). Pr. minimum cumulative GPA of 2.0; School Health Education Major or permission of instructor.
Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels. (FA)

345 Health Education Practicum (3:2:4). Pr. completion of 340 or 342, 380 and admission to professional program, or permission of instructor. • ***Majors only.***
Observing and assisting health educators plan, implement, and evaluate programs in selected community settings. Continued development of health education competencies. (FA)

347 Health Problems of Lower Income Groups (3:3). Pr. sophomore standing.
Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions.

361 Sexuality Education: Content and Methods (3:3:1). Pr. 260 and permission of instructor.
Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities.

369 Lifetime Health Concerns (3:3). Pr. sophomore standing.
Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence.

380 Social and Philosophical Foundations of Health Education (3:3). Pr. prior or concurrent enrollment in 201; minimum cumulative GPA of 2.0; junior standing; enrollment in health education major; or permission of instructor.
Social and philosophical foundations of school and community health education programs in society from the perspective of historical development and current and future roles. (FA)

405 Health Education Program Planning (3:3). Pr. 327, 340, and 380, or permission of instructor.
Process of implementing specific health programs in the community. Total program development emphasized with attention given to defining community problems, overcoming community resistance, and selecting appropriate educational methods. (SP)

425 Evaluation in Health Education (3:3). Pr. 315, 340, and 405; admission to professional program, or permission of instructor.
Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior, and programs. (FA)

428 Community Health Education Internship (9). Pr. 340, 345; admission to professional program; overall 2.2 GPA; a grade of "C" or better in all required HEA courses; current American Red Cross certification in Community First Aid and Safety. • *Grade: Pass/Not Pass (P/NP).*
Experience in using community health education techniques and practices in a community organization. Emphasis is on functioning as a professional health educator under supervision of University and agency personnel. (SP)

450 Current Health Problems (3:3).
Examination of selected health problems including cardiovascular diseases, cancer, death and dying, and others that are of current pertinence. Nature of the problems themselves as well as the impact on society.

461, 462 Student Teaching in Health Education (4), (4). Pr. admission to Teacher Education Program; completion of all prerequisite teacher licensure requirements; overall 2.5 GPA and a grade of "C" or better in all required HEA courses; current American Red Cross certification in Community First Aid and Safety. • *Grade: Pass/Not Pass (P/NP).*
Full-time teaching of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. (SP)

463 Seminar in School Health Education (2:2). Coreq. 461, 462.
Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. (SP)

464 Administration of the School Health Program (2:2). Coreq. 461, 462.
Administration of the school health program, with particular emphasis on program planning, implementation, and school-community relations. (SP)

465 Elementary School Health Education (2:2).
Integration and application of principles from general education and secondary health education for grades K-6. Emphasis on content selection and teaching methodology appropriate to elementary school.

467 Teaching Methods in Health (3:3). Pr. minimum cumulative GPA of 2.0; 315, 340, and 405; admission to professional program.
Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials. (FA)

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic adviser and instructor. • *May be repeated once for credit.*
Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor.

For Advanced Undergraduates and Graduate Students

540 Seminar in Health (3:3). Pr. 320, 380, and senior standing in health education or permission of instructor.
Current problems, issues, and trends in health education and health sciences, with emphasis on analysis of research and literature.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Recreation, Parks, and Tourism
(Formerly Leisure Studies, LES)

420-J Health and Human Performance Building

Stuart Schleien, Professor and Head of Department
Professor Sellers; Associate Professors Bedini, Gladwell; Assistant Professor Zuefle; Lecturer Hamilton, Stone; Adjunct Instructors Hardy, Lazorchick, Maxson

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Recreation, Parks, and Tourism Major (Bachelor of Science)

Required: 122 semester hours

The Recreation, Parks, and Tourism major prepares students to pursue graduate study or to assume career opportunities in leisure services management, therapeutic recreation, commercial recreation, and aspects of the travel and tourism industry. The Department is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program is accredited by the NRPA/AALR Council on Accreditation.

Concentrations

- Leisure Services Management
- Therapeutic Recreation
- Travel, Tourism, and Commercial Recreation

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for each concentration are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Therapeutic Recreation concentration must complete: BIO 111	6 (or 7)
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and ENG 102	6
9.	Social and Behavioral Sciences (SB) Required for Therapeutic Recreation concentration: PSY 121	6
10.	World Literature (WL)	3
11.	AULER Electives CST 105, 111, or 341; and one other course from any area listed above	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

For all three concentrations:

1. RPT 111, 212, 213, 251, 314, 315, 416, 417, 418, 511
2. For both RPT 315 and 417 an overall GPA of 2.0 is required prior to registration for thecourses.

NOTE: Both field work experiences are typically offered only during the summer sessions and cannot be taken during the same summer. Therefore, students should plan accordingly.

Leisure Services Management Concentration

1. RPT 241, 324, 342, 343, 545
2. Related areas:
   Select one of the following: PSC 210, 310, 312, 313, 316, 323, or 324
   Select one of the following: GEO 205, 301, 302, 303, 321 or 323
   Select one of the following: SOC 222, 317, 324, 330 or RPT 202, 203, 406, 407
   Select two of the following: MGT 309, 312, 313, 314, 330, 519 or MKT 320, 421 or ISM 110

Therapeutic Recreation Concentration

1. RPT 231, 332, 533
2. Related areas: BIO 271, 277; ESS 381; PSY 341
3. Select one of the following: HDF 302, 303, or 304
4. Select one of the following: BIO 479; CED 310; EDC 135; HEA 369

Travel, Tourism, and Commercial Recreation Concentration

1. RPT 221, 324, 425, 526
2. Related areas: MKT 320; RPT/GEO 320 or RPT 342; additional writing course not used for RD from ENG 102, or MGT 309
   Select two of the following: MGT 312, MGT/PSY 314, 330; MKT 307, 421, 424
   Select one of the following: ACC 201; ECO 202, 336; FIN 315
   Select one of the following: GEO 205, 302; ISM 110; ECO 203

Electives

Sufficient to complete 122 total semester hours required for degree.

RECREATION, PARKS, & TOURISM MINOR

This minor complements a number of majors, including biology, business administration, human development, geography, history, exercise and sport science, political science, public health education, psychology, and social work. Fifteen semester hours are required, including RPT 101 or 111, 212 or 213, 416 or equivalent, and 6-9 hours from department concentration courses. RPT 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Recreation, Parks, and Tourism, 420-J HHP Building.

RECREATION, PARKS, & TOURISM COURSES (RPT)

The former course designation LES will remain in effect for these courses for registration purposes through Fall 1998.

For Undergraduates

101 Leisure in Modern Society (3:3). • *For Non-Majors only* • *Students may not receive credit for both 101 and 111.*
Survey of philosophical dimensions of leisure; exploration of leisure service delivery systems; evolution of leisure life-styles and need for educating for leisure-oriented living.

111 Leisure Studies (3:3). • *Students may not receive credit for both 111 and 101.*
Survey of historical and philosophical foundations of leisure studies; examination of agencies providing leisure services, professional organizations and career opportunities.

202 Environmental Education (3:3).
Historical and philosophical foundations of environmental education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.

203 Leisure Services Planning Laboratory (2:1:2). Pr. 342.
Basic concepts and principles of leisure services planning are applied to produce design solutions to various planning problems in leisure service settings.

212 Leadership in Leisure Services (3:3).
Analysis of techniques, principles, and practices of leadership in leisure services; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.

213 Leisure Services Programming (3:3). Pr. 212 or consent of instructor.
General principles of leisure services programming; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation.

221 Travel and Tourism (3:3).
Tourism and recreational travel including its origins, present characteristics, and societal impacts; implications of non-business travel in the United States and emerging importance of international travel.

231 Introduction to Therapeutic Recreation (4:4).
Survey of key concepts, theoretical underpinnings, and procedures in clinical and community recreation situations. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms.

241 Introduction to Leisure Services (3:3).
History and development of leisure services; examination of public agencies providing leisure services. Emphasis on types of programs and services offered in relationship to the leisure market.

251 Professional Preparation in Leisure Studies (1:1:2). Pr. LES 111. • *RPT majors only.*
A laboratory format course with "hands-on" experience in writing cover letters and professional resumes, and interviewing for positions in therapeutic recreation, leisure services management and travel, tourism and commercial recreation.

304 Outdoor Challenge/Adventure Education Programs (3:3).
Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

314 Special Recreation (3:3).
Examination of structure and functions of various community organizations and agencies providing recreation to people with disabilities. Analysis of various approaches and techniques of promoting "special recreation."

315 Practicum in Leisure Services (3 to 6). Pr. 111, 212, 213, 221 or 231, or 241. • *May be repeated once for credit for maximum of six semester hours. • Grade: Pass/Not Pass (P/NP).*
Directed practicum experience in a leisure services agency under supervision of a faculty advisor and an agency supervisor. Opportunities provide for student to develop knowledge, values, and beginning practice skills appropriate for entry-level practice in leisure services agencies.

320 Tourism Planning and Development (3:3).
Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. (Same as GEO 320.)

324 Commercial Recreation (3:3).
Study of nature and function of recreation in commercial agencies and settings. Survey of the development and operation of commercial goods and services offered in the leisure market.

332 Program Design and Evaluation in Therapeutic Recreation (3:3). Pr. 111, 231, or consent of instructor.
Focus on skills for systematic design and evaluation of programs using various systems techniques, including activity and task analysis procedures and summative and formative evaluation procedures.

342 Leisure Services Planning (3:2:2).
Examination of the basic procedures involved in the planning process; basic considerations in leisure services planning; analysis of the methods and techniques of site evaluation and design.

343 Maintenance and Operations in Leisure Services (3:3). Pr. 111, 342 or permission of instructor.
Principles and practices of maintenance management; operational policies and procedures in leisure services agencies.

346 Administration of Campus Recreation (3:3).
Basic principles and procedures of campus recreation administration, with emphasis on programming, maintenance, budget, and risk management aspects of program development. (SP)

405 Problems Seminar (3:3). Pr. course work in appropriate content area and/or consent of instructor. • *May be repeated once for credit.*
Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on society studied.

406 Leisure Resources Policy (3:3). Pr. 111.
Concepts, principles, and practices in leisure resources policy; methods and techniques of determining land and facility policy; quantitative and qualitative resource evaluation.

407 Leisure Services Communication (3:3). Pr. 111.
Communication process as it relates to leisure services agencies. Emphasis on communication skills and interpretive techniques. Evaluation of information media and problem resolution.

416 Leisure Services Administration (3:3). Pr. 111, 315 or consent of instructor.
Study of principles and practices of administration. Basic procedures in leisure services administration, with particular emphasis on finance and budgeting; personnel policies and practices; publicity and public relations; and planning, evaluation, and research.

417 Internship in Leisure Services (6). Pr. senior standing; 2.0 GPA achieved prior to registration; completion of RPT 111, 212, 213, 315, 416 and either 221 or 231 or 241; and permission from RPT Department Head required. • *Grade:Pass/Not Pass (P/NP).*
Provides student with opportunity to relate theory to practice through observation and experience. Student, in a ten-week program, assigned on an individualized basis to approved public, private, and commercial agencies. Internship consists of a full-time placement for minimum of 400 clock hours.

418 Research in Leisure Studies (3:3). Pr. 111, STA 108 or consent of instructor.
Analysis of research methods in leisure studies will include problem identification, literature review, data collection methods and analysis, and proposal writing.

425 Resort Management (3:3). Pr. 111, 221 or consent of instructor.
Examination of the resort industry. Considers development and operations, with an emphasis on the management of resort properties.

435 Recreation as a Related Service in Public Schools (3:3:1).
Examination of role of therapeutic recreation within the school setting. Principles and applications of leisure education, service models, individualized education programs. Includes 4-week practicum with children with disabilities. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

511 Advanced Concepts in Leisure Studies (3:3). Pr. Senior standing in Leisure Studies, graduate standing, or permission of the instructor.
Theories, concepts and current research which influence the study of leisure behavior and the delivery of leisure services.

519 Directed Research (3:3). Pr. 418 or permission of department head.
Identification and investigation of research questions in leisure studies. Opportunity for students to conduct research with direction from scholars in the field.

526 Tourism Management (3:3). Pr. 221, 324 or consent of instructor.
Study of concepts, principles, and practices of tourism management. Emphasis given to the application of management and marketing in the tourism industry.

533 Trends and Issues in Therapeutic Recreation (3:3). Pr. 315, 332, or consent of instructor.
Study of trends and issues in therapeutic recreation; examination of current controversial issues and selected facilitation techniques; interdisciplinary team practice; supervisory functions, and assessment procedures.

545 Financing Leisure Services (3:3). Pr. 416 or equivalent or permission of instructor.
Financial methods and techniques used to develop and operate leisure services. Emphasis given to new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, ESS, HDF, MUS, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

School of Human Environmental Sciences

235 Stone Building

Helen A. Shaw, Professor and Dean
B. Kay Pasley, Associate Professor and Interim Associate Dean
Sharon K. Maney, Assistant to the Dean for Student Affairs

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on humans in multiple environmental contexts.

Students receive a broad-based liberal education that includes University requirements and School requirements along with the courses required for their particular majors. Our programs are unique in their ability to utilize basic principles from many disciplines to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The five majors offered are:

Housing and Interior Design
Human Development and Family Studies
Nutrition and Foodservice Systems
Social Work
Textile Products Design and Marketing

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, the North Carolina Agricultural Research Service, the Human Environmental Sciences Center for Research, Computer Aided Design laboratories in Housing and Interior Design and Textile Products, the Apparel Production Management Center, and the Harris Teeter, Inc., and The Dickson Foundation Cellular and Molecular Nutrition Research Laboratory.

Department of Housing and Interior Design

259 Stone Building

Novem Mason, Professor and Chair of Department
Associate Professors Leimenstoll, Lambeth; Assistant Professors Kaukas, Matthews, Rawls, Ziff; Lecturer Temple; Adjunct Assistant Professor Hammett, Kirby

Interior Design Major (Bachelor of Science)

Required: Five years of study, 142 semester hours

The Interior Design program is structured around a continuing sequence of studio courses which help the student develop a deepening mastery of the processes of designing architectural interiors.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic communication of the solution.

Second-year design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

Third- and fourth-year studio courses deal with typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration, and adaptive reuse. Attention is also directed toward the environmental needs of special populations.

Fifth-year design studios focus on advanced interior design issues and comprehensive design development of specialized interior environments. Support courses enable the student to develop skills and concepts that can be tested in the design studio.

Eleven semester hours may be completed through a series of interior design electives which include Advanced Interior Design II in the fifth year, Interior Design Internship, Special Problems in Interior Design, Design Seminar, Historic Preservation, and Architectural Conservation. The Interior Design Internship option provides opportunities for experiential learning in design practice through private design firms, government agencies, or health care facilities. Opportunities for international educational experiences exists through exchange programs with the University of Oulu in Finland and the Royal Melbourne Institute of Technology in Australia.

Accreditation

The Interior Design program is accredited by the Foundation for Interior Design Education Research (FIDER) for a six-year period ending July 31, 1999.

Departmental Admission

Enrollment in the Interior Design program is limited. Students who indicate interest in the Interior Design major on their University application will receive information on departmental admission. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview is required. Students will not be allowed to take interior design courses unless they have been formally admitted to the Interior Design program.

Transfer students applying for advance studio placement must present to the Interior Design screening committee port-

folio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 grade point average in completed coursework.

In order to remain in the Interior Design major, students must maintain a minimum overall 2.0 grade point average in the University and in interior design studio courses. Students are responsible for purchase of equipment and studio supplies.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: ART 100 or 101	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

HID 101, 102, 201, 202, 301, 302, 411, 412, 501

Support courses: HID 111, 112, 121, 122, 211, 212, 221, 222, 252, 311, 331, 332, 333, 431, 451; TDM elective

Eleven semester hours from among the following: HID 432, 452, 453, 502, 527, 531, 543, 548

Electives

Nine semester hours of electives which may be taken in one focused area of study that supports a special Interior Design interest.

Housing and Interior Design Courses (HID)

For Undergraduates

101, 102 Basic Environmental Design I, II (3:0:6), (3:0:6). Pr. admission to the Interior Design Program; to be taken concurrently with 111, 112.
Investigation of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

111, 112 Perception and Communication I, II (2:0:4), (2:0:4). Pr. admission to the Interior Design Program; to be taken concurrently with 101, 102.
Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures.

121 Design Graphics I (2:0:4). Pr. admission to the Interior Design Program; to be taken concurrently with 101 and 111.
Basic technical drawing processes and skills using tee squares, parallel bars, triangles, templates, and scales to produce measured drawings as applied to architectural, interior and furniture design. (FA)

122 Design Graphics II (2:0:4). Pr. 121; to be taken concurrently with 102 and 112.
A continuation of HID 121. (SP).

201, 202 Basic Environmental Design III, IV (4:8), (4:8). Pr. 102.
Design investigations of spaces as articulated by the interaction of individual and place. Introduction to light and color with ongoing study of materials. Emphasis placed on cognitive understanding of design process.

205 The House and Its Furnishings (3:3). • *Open to non-majors.*
Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.

211, 212 Visual Communication I, II (2:0:4), (2:0:4). Pr. 112.
Visual communication processes as they support design activities. Two- and three-dimensional studies as related to conceptual and definitive aspects of the design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

221, 222 History of Design I, II (3:3), (3:3).
Survey of design forms evolved in response to man's needs for community, architecture, furnishings, and artifacts from pre-historic periods through the modern era with reference to cultural, political, and technological movements which affected their development.

252 Introduction to Professional Practice (2:2:0). Pr. 211, or departmental approval.
Theory, process, content, and options for internships and entry level design employment; defining goals and objectives, preparation of resumé and portfolio, mock interviews, survey of career options in interior design. (SP)

301 Interior Design I (4:8). Pr. 202, 212.
Design investigations of increasingly complex spaces as articulated by the interaction of individual and place. Ongoing emphasis on light, color, materials and structure as aspects of space design.

302 Interior Design II (4:8). Pr. 301.
Design investigations of spaces of increasing scale and complexity as articulated by the interaction of individual and place. Special emphasis on social and behavioral aspects of interior design and the responsibilities of the designer to society.

311 Computer-Aided Design for Interior Architecture (3:3:0). Pr. 102, 112. Required of all majors.
Introduction to computer-aided design technology, historical context, and professional use in interior design. Student use of CAD equipment and production of design drawings.

331 Social and Behavioral Aspects of Interior Design (3:3). Pr. 201.
Introduction to literature and methods of environmental design research as it applies to interior environments.

332 Materials, Methods, and Technologies of Interior Design I (3:3). Pr. 101, 102, 201.
Investigation of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis placed on historical precedents and contemporary applications.

333 Materials, Methods, and Technologies of Interior Design II (3:1:4). Pr. 202, 212, 332.
Variables in climate, mechanical, electrical, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems.

355 Housing and Community (3:3).
Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

411 Interior Design III (4:8). Pr. 301, 302.
Design investigations of multi-function environments incorporating understanding of light, color, materials, structure and technology.

412 Interior Design IV (4:8). Pr. 411.
Design explorations encompassing the full range of interior design scale and complexity. Emphasis on individual competence with respect to design process.

431 Interior Lighting Design (3:1:4). Pr. 101, 102, 301.
Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis placed on experimentation with light in relation to other elements.

432 Special Problems in Interior Design (1 to 4). Pr. consent of instructor with whom student wishes to work.
Independent study of topics of special interest. Conference hours to be arranged.

451 Professional Practice in Interior Design (3:3). Pr. open to third-, fourth-and fifth-year students in interior design.
Investigation of business, legal, ethical aspects of professional practice in interior design by students, staff, and guest speakers.

452 Internship in Interior Design (4 to 6). Pr. 252 and consent of instructor. • ***May be taken twice for total of 10 semester hours credit.***
Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following.

453 Interior Design Internship Seminar (1:0:2). Pr. 252 or consent of instructor; 452; consent of instructor required to take concurrently with 452. • ***May be repeated for a total of 2 semester hours credit.***
Follow-up seminar for internships. Presentation of individual internships, identification of pervasive problems, group projects to address these problems.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

499 Studio Problems in Interior Design (4 to 6). Pr. open only to students accepted in the Accelerated Option in Interior Design.
Investigation of design problems formulated in collaboration with faculty and that develop competencies equivalent to those covered in interior design studio courses.

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12).
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

501, 502 Advanced Interior Design I, II (6:0:12), (6:0:12).
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.

527 Problems in Interior Design (2 to 6).
Individual study.

531 Design Seminar (2:2). Pr. consent of instructor. • ***May be repeated for a total of 4 hours credit.***
Investigation of current research and subjects of topical interest in environmental design.

535 Lighting Design (2:2).
Study of environmental lighting.

536 History of Decorative Arts (3:3).
Study of stylistic and cultural developments in the decorative arts with special concentration on America.

543 Historic Preservation: Principles and Practice (3:3). Pr. HID 221, 222, or permission of instructor.
Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects. (Same as HIS 543)

548 Architectural Conservation (3:3). Pr. HID 301, 332, or permission of instructor.
Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HIS 548)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Human Development and Family Studies

228 Stone Building

David H. Demo, Professor and Chair of Department
Elizabeth Rosethal Excellence Professor Kivett; Professors Dilworth-Anderson, Lange, Watson; Associate Professors Cassidy, MacKinnon-Lewis, Morgan, Pasley, Tudge; Assistant Professors Fletcher, Hestenes, Kerpelman, Shoffner; Adjunct Faculty Canaday, Clawson, White; Lecturer Taylor

The Department of Human Development and Family Studies offers an undergraduate program leading to the Bachelor of Science Degree in Human Development and Family Studies. The programs include the study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences, and from the field of education. The goal of the Human Development and Family Studies Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, aging and family care services; in business and community consumer services for families; teaching at the preschool level; and in cooperative extension and state agencies.

The **Human Development major** offers students the choice of four options. The Developmental Foundations in Preschool Education option prepares students for careers in child care centers and agencies, private kindergartens, and hospitals. Teacher licensure in Birth through Kindergarten education is available in this option. The Child and Adolescent Development in the Family option prepares students for careers in community agencies that serve children, adolescents, and their families. The Adult Development and Aging in the Family option prepares students for careers in community agencies that serve adults, the elderly, and their families. The Family Studies option prepares students for family related careers in business, industry, and governmental and community service agencies.

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice. The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day

care; two Curry Mainstream Preschools are operated in conjunction with the Governor Morehead School for the Blind, and the Guilford County Schools. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

ADMISSION TO THE HUMAN DEVELOPMENT MAJOR

Any student may declare Human Development as a major upon entering the university. Students must meet the department requirements of the current catalog at the time they declare Human Development as their major.

Declaring Human Development as a major does not assure admission to the program. A student must be formally admitted to the Department of Human Development and Family Studies to register for advanced courses and complete work for the degree.

Criteria for Admission:

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302 or 303 or 304

2. 51 semester hours (junior standing) with a minimum overall GPA of 2.2

3. Transfer students with 51 semester hours may apply for admission after completing 12 semester hours at UNCG.

Students will not be permitted to take upper division courses in the department (HDF 412, 421, 425, 435, 441, 450, 452, 460, 477, 482, 500, 512, 532, 542, 552) unless they have been formally admitted to the major (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Stone Building. Admission should normally be sought during the second semester of the sophomore year.

HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR (BACHELOR OF SCIENCE)

REQUIRED: 122 SEMESTER HOURS

All-University Liberal Education Requirements (AULER) (45-46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated under appropriate options:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) (Please see specific requirements listed under appropriate Option)	6 or 7
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) Required: PSY 121 and one other course (see Options) (Please see specific requirements listed under appropriate Option)	6
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language) (Please see specific requirements listed under appropriate Option)	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

OPTION I: Developmental Foundations in Preschool Education

1a. Non-Licensure

1. Foundation Courses: HDF 211*, 212*, 302*, 410, 411
   * taken as AULER courses
2. Skills and Professional Courses: 421, 425, 435, 441, 450 (6 sh), 452, 482, 532, 552
3. AULER Requirements as outlined above, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 111 and NFS 213 — 7 sem hrs
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 121 and HDF 302 — 6 sem hrs
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 — 6 sem hrs
4. Additional requirements outside HDF: CUI 240, 516; EDC 240; HEA 236 or NUR 345; MUS 361 or ART 367

1b. Birth Through Kindergarten Teacher Licensure

1. HDF Major Requirements: — 21 sem hrs
   HDF 211*, 212*, 302, 410, 411, 412, 452, 532, 552
   * taken as AULER courses
2. AULER Requirements as outlined on p. 339, to include these specific required course(s):
   For the Mathematics Area (MT) — 3 sem hrs
   Required: MAT 112
   For the Natural Science Area (NS) — 7 sem hrs
   Required: BIO 111 or CHE 106-110, and GEO 103 or 311
   For the Social and Behavioral Sciences Area (SB) — 6 sem hrs
   Required: HDF 212 and PSY 121
   For the AULER Electives (EL) — 6 sem hrs
   Required: HDF 211 and NFS 213
3. Integrated Methods Courses — 11 sem hrs
   HDF/CUI 425, 435, 441
4. Teacher Education Requirements* — 30-31 sem hrs
   CUI 240, 516; ELC 381; ESS 342; HDF 460 (12 sem hrs); NUR 345 or HEA 369
   One course to be selected from the following: ART 367, EDC 135, MUS 361
5. Interdisciplinary Course Requirements — 12 sem hrs
   CED 310; EDC 240; SWK 584

   *NOTE: To be admitted to Teacher Education, students must achieve a 2.5 overall GPA and a passing score on PRAXIS. Students are also required to be certified in First Aid and CPR prior to student teaching.

OPTION II: Child and Adolescent Development in the Family

1. Foundation Courses: HDF 211*, 212*, 302, 303, 410, 411, 421, 552
   * taken as AULER courses
2. Skills and Professional Courses: 6 sem hrs
   HDF 477, 412 or 452, 500
3. AULER Requirements as outlined on p. 339, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and NFS 213 6 sem hrs
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 121 and HEA 260 6 sem hrs
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 6 sem hrs
4. Additional requirements: Choose three from: HEA 260, 331; PSY 346; SOC 222, 342, 521; SWK 584. Choose three from the following: CED 310; CSC 101; CST 200; ENG 327; HDF 401, 475, 557; MGT 309.

OPTION III: Adult Development and Aging in the Family

1. Foundation Courses: HDF 211*, 212*, 304, 407, 410, 512, 528 or 562
   * taken as AULER courses
2. Skills and Professional Courses: 6 sem hrs
   HDF 477, 412, 500
3. AULER Requirements as outlined on p. 339, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and NFS 213 6 sem hrs
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 121 and SOC 101 6 sem hrs
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 6 sem hrs
4. Additional requirements: Choose three from the following: HDF 528 or 562; HEA 260; NUR 563; PSY 506; RPT 231, 241; SOC 586; SWK 570, 580. Choose three from the following: CED 310; CSC 101; CST 200 ENG 327; HDF 401, 475, 557; MGT 309.

OPTION IV: Family Studies

1. Foundation Courses: HDF 211, 212, 302 or 303, 304, 410, 412, 421 or 525, 512
2. Skills and Professional Courses: HDF 477, 500
3. AULER Requirements as outlined on p. 339, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required. NFS 213 plus one other NS course 6 sem hrs
   For the Reasoning and Discourse Area (RD)
   Required: ENG 101 and CST 105 or 341 6 sem hrs
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 121 and SOC 101 6 sem hrs
   For the AULER Electives (EL)
   Required: ECO 201 and HDF 211 6 sem hrs
4. Additional requirements: choose three from the following: HDF 407; HEA 260, 347; HIS 330; PSY 346; SOC 329; SWK 585. Choose two from the following: CED 310; CSC 101; CST 200; ENG 327; HDF 401, 475, 557; MGT 309

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

HUMAN DEVELOPMENT AND FAMILY STUDIES MINOR

Completion of 18 hours in HDF courses: HDF 211, 212, 302 or 303 or 304, and 410 or 411; 6 additional hours from HDF 412, 421, 512, 552.

HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES (HDF)

For Undergraduates

210 Aspects of the Personal Environment (3:3).
Study of reciprocal relationships between families and environments. Emphasis given to family needs, stage in the life cycle, and lifestyles as they are influenced by cultural, social, political, economic, and technological forces.

211 Life Span Development in the Human Environment (3:3).
Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Human Development majors. *[SB, CSB].*

212 Developmental Patterns of the Family (3:3).
Developmental characteristics, behavior, and interpersonal relations among family members in various stages of family life cycle. *[SB, CSB].*

302 Infant and Child Development in the Family (3:3). Pr. 211, 212 for majors, or consent of instructor.
Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized. *[SB, CSB].*

303 Adolescent Development in the Family (3:3). Pr. 211, 212 for HDF majors.
Examination of theories, methods, and research findings in the study of development from pre-adolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development.

304 Adult Development in the Family (3:3). Pr. 211 and 212 or permission of instructor.
Examination of growth and development from early to late adulthood in the context of family life. Emphasis on the major stages of adulthood as they relate to family functioning.

346 Consumer Decision Making (3:3). Pr. junior standing, 212, or HEB 210, or consent of instructor.
Introduction to rational decision-making in relation to consumer purchases, financial services, and economic changes. Study of consumer protection, consumer fraud, and consumer rights and responsibilities.

401 Special Problems in Human Development and Family Studies (1 to 6).
Individual study. Conference hours to be arranged.

405 Family Resource Management (3:2:3).
Management of human, economics, and environmental resources, examination of managerial behaviors of individuals and families including: valuing, goal setting, problem solving, and decision-making, planning and implementation.

407 Current Issues Affecting Women and Families (3:3).
Contemporary and changing issues affecting individuals and families and their environment. Multidisciplinary approach to decision making and problem-solving.

410 Cultural Variations in Families and Children (3:3). Pr. 211, 212, 302 or 303.
The study of children and families that vary as a function of differing cultural family backgrounds (nation of origin, religious orientation, ethnicity) and social stratification.

411 Individual Variations in Families and Children (3:3). Pr. 211, 212, 302 or 303.
The study of children and child-family relationships that vary as a function of atypical development and behavior in the children or variant family forms (single parent families, stepparent and extended families).

412 Family Observation and Assessment (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Examination of fundamentals of observing and assessing family functioning. Review of self-report measures and observational techniques for assessing family functioning. Experience in administration, data reduction, and reporting will be included.

421 Theories and Principles of Parenting (3:2:3). Pr. 211, 212, 302 or 303, 410 or 411; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.
Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children. (Formerly HDF 522)

422 Interrelationships between Families and the Community (3:3). Pr. 211, 212, 302 or 303.
Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.

425 Infant and Toddler Programs: Foundations and Methods (4:3:3). Pr. 211, 302, CUI 240; 2.5 GPA. Formal admission to Human Development major required.
Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as CUI 425)

435 Preschool/Kindergarten Curriculum (4:3:3). Pr. 211, 302, CUI 240; 2.5 GPA. Formal admission to Human Development major required.
Provides information on principles and components of preschool/kindergarten curricula, and strategies of learning for young children. Emphaisis includes young children with and without disabilities. Laboratory experience required. (Same as CUI 435)

441 Young Children's Learning Environments (3:3). Pr. 211, 302, CUI 240; 2.5 GPA. Formal admission to Human Development major required.
Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development within a program setting. (Same as CUI 441)

446 Family Economics (3:3). Pr. 346.
Economic principles applied to family formation, market and nonmarket work, household consumption, production, investment activity, and leisure. Discussion of human capital, fertility and economic well-being.

450 Supervised Teaching in Preschool Centers (3:1:8) or (6:1:17). Pr. HFD/CUI 425, 435, 441; 2.5 GPA. Formal admission to Human Development major and permission of instructor required.
Planned experiences under supervision for students teaching children enrolled in the preschool centers and community agencies.

452 Child Observation and Assessment (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed.

460 Supervised Student Teaching and Seminar (12:3:27). Pr. HDF/CUI 425, 435, 441; 2.5 GPA; and permission of instructor. Must be admitted to the Teacher's Academy.
Supervised student teaching in a preschool setting under direction of a cooperating teacher with university supervision. Full-time teaching assignment in a preschool setting for a full semester with weekly seminars.

475 Research Methods in Human Development and Family Studies (3:3). Pr. STA 108, HDF 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
An introductory examination of human development (child and family) research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.

477 Professional Orientation to Business and Community Services for Individuals and Families (3:3).
Identification and exploration of business and community service careers related to individuals and families. (Formerly HDF 377)

482 Administration of Dependent Care Programs (3:3). Pr. 211, 212, 302 or 303, 532 or equivalent. Formal admission to Human Development major or permission of instructor required.
Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-6:0:3-12). Pr. 211, 212, 302 or 303, 377. Formal admission to Human Development major and permission of instructor required.
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

502 Changing Roles of Men and Women (3:3). Pr. 211, 212, 410 or permission of instructor.
Philosophical, political, and technological influences on roles of men and women in the past, present, and future and their relationship to the family.

510 Child and Family Ecology (3:3). Pr. 412 and 452, or graduate standing.
Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages.

512 Current Family Theory and Research (3:3). Pr. 211, 212, 302, or 303; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.
Topical issues concerning family function: e.g., single parenting, teen pregnancy, alternative family forms, ethnic and racial minorities, and parent care. Provides broad background in research/theories. Writing and editing emphasized.

525 Work and Family Linkages (3:2:2).
Principles of work simplification and their application to specific situations of work in and out of the home, and to how it influences family relations. (Not offered every year)

527 Problems in Human Development and Family Studies (2 to 6). Pr. 211, 212.
In-depth study of new areas in child and family studies such as: children and technology; multi-cultural families; developmental consequences of child maltreatment.

528 The Family in the Middle Years (3:3). Pr. permission of instructor.
Issues surrounding the family in the middle years from a developmental and societal view.

532 Foundations of Preschool Education (3:3). Pr. 211, 212, 302. Formal admission to Human Development major or permission of instructor required.
Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities.

552 Current Developmental Theory and Research (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the lifespan. Writing and editing are emphasized.

557 Informational Processes in Human Environmental Sciences (3:3). Pr. permission of instructor; computer literacy required.
Application of communication skills, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information.

562 Family Gerontology (3:2:3). Pr. 211, 212, and consent of instructor.
Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included.

583 Leadership and Mentoring Roles in Educating Young Children (3:3).
An examination of advanced leadership and mentoring skills for those who develop and implement early childhood programs for typically and atypically developing young children and their families.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, ESS, LES, MUS, NUR, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Nutrition and Foodservice Systems

(formerly Food, Nutrition, and Food Service Management, FNS)

318 Stone Building

Mark L. Failla, Professor and Chair of Department
Professors Magee, Shaw; Associate Professors Loo, McIntosh, Taylor; Assistant Professors Fleet, Fuller, Green, Lovelady, Miller; Lecturer Harrison; Adjunct Professors Gruchow, Lackey, Longenecker, McClelland, Richardson; Adjunct Associate Professors Dignan, Dunn, Heinrich, Lepri, Sandford; Adjunct Assistant Professors Jones; Adjunct Clinical Instructors Bittikofer, Bogedain, Brossi-Alphin, Carville, Gunnell, Hogan, Kroth, Mitchell, Neff, Porcelli, Peterson, Rogers, Schofield, Williams, Woodard, Zuzik-Nielsen

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Nutrition and Foodservice Systems Major (Bachelor of Science)

Required: 122 semester hours

Concentrations

- Restaurant and Institution Management (does not meet the educational requirements for ADA)
- Nutrition Science (does not meet the educational requirements for ADA)
- Dietetics Area (ADA Didactic Program in Dietetics)

Students electing the Dietetics concentration will meet minimum academic requirements for membership in the American Dietetic Association (ADA) and will meet academic requirements for a dietetic internship or pre-professional practice program.

Criteria for Progression in the Major

A student must earn a grade of "C" or better in all required NFS courses at the 400-level or higher in order to graduate in each of the three concentrations offered by the department.

A student may not receive credit for any NFS course by special examination.

All-University Liberal Education Requirements (AULER) (47 semester hours)

For All Concentrations

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: see following information	3
6.	Natural Science (NS) Required: BIO 111. See following information	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6

9. Social and Behavioral Sciences (SB) 6
   Required: SOC 101 or 201, and PSY 121
10. World Literature (WL) 3
11. AULER Electives 6
    Required: see following information

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

• Specific AULER Course Requirements for Restaurant and Institution Management Concentration

Mathematics (MT): MAT 112 or 119

AULER electives, to be taken from the Social and Behavioral Sciences (SB) Area: ECO 201, 202

Natural Science (NS) AULER: CHE 106 or 103; BIO 111

• Specific AULER Course Requirements for Nutrition Science Concentration

Mathematics (MT): MAT 119

AULER Electives, to be taken from Natural Science (NS) Area: CHE 111, 112, 114, 115

• Specific AULER Course Requirements for Dietetics Concentration

Mathematics (MT): STA 108

AULER Electives, to be taken from the Natural Science (NS) Area: CHE 103, 104

Major and Related Area Requirements

Restaurant and Institution Management Concentration

1. NFS 103, 213, 309, 313, 403, 519, 532, 539, 569
2. Related areas: ACC 201, 202; CST 205, 207, 341; ISM 110; MGT 312, 314, 330

Nutrition Science Concentration

1. NFS 213, 313, 527 (3-6 hrs), 531, 534, 560, plus **two** of the following courses in the applied area: FNS 423, 543, 550, 573, 576
2. Related areas: BIO 112, 277, 355, 356, 392; CHE 111, 112, 114, 115, 331, 333, 351, 352, 354; MAT 119; PHY 211, 212, 251, 252; STA 108 or 271

Dietetics Concentration

1. NFS 103, 213, 302, 309, 313, 403, 423, 519, 531, 532, 550, 560, 573, 576 or ESS 375
2. Related areas: ACC 202; BIO 112, 277, 280; CHE 110, 205, 206; ISM 110

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one-third of electives may be selected from departments in Human Environmental Sciences.

HONORS IN NUTRITION AND FOODSERVICE SYSTEMS

Requirements

Nine semester hours to consist of:

Spring Semester of Junior Year: 3 hours of NFS 493

Fall Semester of Senior Year: 3 hours of NFS 493

Spring Semester of Senior Year: 3 hours of HSS 490 (Senior Project)

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared Nutrition and Foodservice Systems Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Nutrition and Foodservice Systems" will be printed on the student's official transcript.

NUTRITION AND FOODSERVICE MINOR

Completion of 18-20 hours as follows:

Foodservice Systems Minor: FNS 103, 213, 309, 519, 532, 539

Nutrition Minor: FNS 103, 213, and four of the following: 313, 403, 423, 531, 543, 553, 550, 560, 573, 576

A student must earn a grade of "C" or better in each FNS course taken at the 400- and 500-level in order to have that course count towards the minor.

NUTRITION AND FOODSERVICE SYSTEMS COURSES (NFS)

The former course designation FNS will remain in effect for these courses for registration purposes through Fall 1998.

For Undergraduates

103 Food Selection and Preparation (3:2:3).
Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation. (FA,SP)

205 Computer Applications in Dietetics and Foodservice (3:2:3).
Application of computer software used in word processing, data management, nutrient analysis and food service management operations, communications, and World Wide Web. (FA)

213 Nutrition (3:3).
Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. *[NS, CLS].* (FA,SP)

302 Nutrition Education and Application Processes (3:3). Pr. 205 and 213, or permission of instructor.
Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems. (SP)

309 Quantity Food Procurement and Production (4:2:6). Pr. 103.
Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, select, use and care of quantity food equipment. (FA,SP)

313 Nutrition Throughout the Life Cycle (3:3). Pr. 213 or approval of instructor.
Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. (SP)

401 Special Problems in Nutrition and Foodservice Systems (1 to 4).
Individual study. Conference hours to be arranged.

403 Food Science and Safety (3:2:3). Pr. 103, CHE 205, 206 or CHE 106.
Experimental study of factors regulating the preparation of standard food products. (FA,SP) (Formerly FNS 503)

423 Community Nutrition (3:2:3). Pr. 313, or permission of instructor.
Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. (SP) (Formerly FNS 523)

493 **Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225).** • *May be repeated for credit if the topic of study changes.*

For Advanced Undergraduates and Graduate Students

500 **Supervised Professional Experience (1-4:0:3-12).**
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

519 **Food Service Management (3:3). Pr. 309.**
Planning, organization, and administration of institutional food service, personnel, and work units. (FA)

527 **Problems in Food, Nutrition, Food Service Management (2 to 6).**
Individual study.

531 **Nutrition and Human Metabolism (4:3:2). Pr. NFS 213, and CHE 205, 206 or their equivalents as determined by the Department.**
Structure, function, and metabolism of nutrients and related compounds; integration of nutrient metabolism at the cellular level with total body function; practical application of basic principles of nutrient metabolism. (SP)

532 **Analysis and Control of Food Systems (3:2:3). Pr. NFS 519 and ACC 202.**
Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. (SP)

534 **Nutrition and Human Metabolism Laboratory (2:1:3). Pr. CHE 205, 206, and BIO 535 or NFS 531 (may be taken concurrently).**
Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

539 **Marketing for Dietitians and Food Service Management (3:3). Pr. 519.**
Basic marketing principles with a focus on application to food service and dietetics where competition is requiring a more strategic approach to the promotion of ideas, concepts and products. (FA)

540 **School Food Service (2:1:3).**
Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records, and cost control applicable to school lunchrooms. (Not offered every year)

543 **Maternal and Infant Nutrition (3:3). Pr. 213 or equivalent, and BIO 277 or equivalent.**
Nutritional needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development.

550 **Nutrition Assessment (3:2:3). Pr. BIO 277, NFS 213, 313. Coreq. FNS 560.**
Designed to give the student experience in assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy. (FA)

553 **Child and Adolescent Nutrition (3:3). Pr. 213 or equivalent, and BIO 277 or equivalent.**
Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

560 **Advanced Nutrition (4:3:2). Pr. FNS 213, 313, BIO 277, NFS 531 or equivalent as determined by the instructor.**
Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and aging. (FA) (Formerly FNS 593)

569 **Internship in Foodservice Systems (4:0:24). Pr. 519, 205, 309, or equivalent.**
Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required.

573 **Medical Nutrition Therapy (4:3:2). Pr. 313 (may be taken concurrently); BIO 277; BIO 535 or NFS 531; NFS 550 and 560.**
Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders. (SP)

576 **Nutrition and Physical Fitness (3:3). Pr. BIO 277 and NFS 213 or equivalent required. ESS 375 or 575 recommended.**
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as ESS 576) (FA)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Department of Social Work

451 Graham Building

T. B. Scullion, Professor and Chair of Department
Associate Professors Rife, Wineburg; Assistant Professors Claes, Hurd, Dennison, Lindsey; Lecturer Edwards, Moore; Visiting Assistant Professor Bailey

Social Work Major (Bachelor of Science)

Required: 122 semester hours.

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

Accreditation

The program is accredited by the Council on Social Work Education for an eight year period ending in June, 2005.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon:

1. Satisfactory completion of SWK 215 with a grade of C or higher.
2. A minimum University GPA of 2.0
3. Completion of a minimum of 51 semester hours
4. Completion and submission of the BS in Social Work Application Packet by May 1 of the year in which the student is seeking admission.

Admission is competitive and limited. Decisions concerning admission are announced by June 1 and are effective with the beginning of the fall semester.

Admission to Field Instruction

1. Prior admission to the Social Work Major.
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 100, PSY 121, STA 108, SOC 101, and completion of the Department's culture and diversity requirement.

3. Completion of 84 hours with a 2.3 grade point average
4 Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction.

General Information

Admission to the University does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Science in Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The Director of the Bachelor of Science in Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

Students who enter field instruction and fail to successfully complete it must reapply for admission to field instruction within two years of completion of all Bachelor of Science in Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351). If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 105 and one other NS course	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311, 315, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six hours in social work at the 500-level.

Related Area Requirements

1. BIO 105
2. ECO 101
3. PSC 100
4. PSY 121
5. STA 108 (students may subsitute ECO 250 or SOC 302 with advisor's approval)
6. SOC 101
7. HDF 212
8. Culture and Diversity Requirement: all students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency at the elementary level (0-6 hours) or complete six semester hours in course work from the following list: AFS 100, 210; ATY 330; EDC 135, 335; ENG 331, 374, 376; HIS 301, 302, 328, 329; PSC 335, 336; REL 111, 131, 325; SOC 227, 329; WMS 250

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work as a Second Major

A student may double major by combining social work with another major. The student must complete all of the required related area and major courses for social work. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the second major. Students considering this option are advised to consult extensively with their advisors.

Licensure in School Social Work

Students intending to become licensed for school social work by the Department of Public Instruction need to complete the licensure program which has been developed with the School of Education (see Part 7). In addition to completing the social work major, the student must be admitted to the Teacher Education Program and successfully complete the following courses: ELC 381 and SWK 582. The field instruction (SWK 413 and 414) must be taken in a school social work setting. Licensure for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Licensure should contact the advisor for School Social Work Licensure in the Department of Social Work.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Minor

The Social Work minor requires 15 hours of Social Work courses. The courses are SWK 215, 310, 311, 315, and one 500-level course in social work.

Social Work Courses (SWK)

For Undergraduates

215 Introduction to Social Work (3:3).
Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.

310 Social Policy and Services (4:3:3). Pr. 215 or permission of instructor
Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (FA)

311 Human Behavior and Social Environment (3:3). Pr. 215 or permission of instructor
Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. *[SB, CSB]* (FA)

312 Social Environmental Analysis (3:3). Pr. 310 and 311.
Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social and cultural differences. Emphasizes the roles of professionals in policy. (SP)

315 Social Work, Diversity, and Vulnerable Populations (3:3). Pr. 215, 310, 311; major or minor in Social Work.
Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures.

325 Research in Social Work Practice (3:3). Pr. 215, 310, 311, and STA 108 or SOC 314, and admission to major.
Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge. (SP)

351 Professional Skills (3:3:1). Pr. 215, 310, 311, and admission to major.
Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (SP)

411 Social Work Methods I (3:3). Pr. admission to practice sequence. Must be taken concurrently with SWK 413 and 415. • *Majors only.*
Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (FA)

412 Social Work Methods II (3:3). Pr. 411. Must be taken concurrently with SWK 414 and 416. • *Majors only.*
Focus on development of social work practice skills emphasizing delivery of social services. (SP)

413 Field Instruction I (5:0:16). Pr. admission to the Department, completion of 215, 310, 311, 315, 325 and 351, and admmission to field instruction. Coreq. 411 and 415.
Educationally directed learning experienced by performing a range of activities related to entry level practice. (FA)

414 Field Instruction II (5:0:16). Pr. 411, 413 and 415. Coreq 412 and 416.
Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (SP).

415 Field Instruction Seminar I (1:1). Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 413.
Critical review and analysis of application of social work theory in practice setting. (FA)

416 Field Instruction Seminar II (1:1). Pr. 415. Must be taken concurrently with SWK 412 and 414.
Continues critical review and analysis of social work theory in practice setting. (SP)

451 Special Problems in Social Work (1 to 3). Pr. requires written plan, consent of sponsoring instructor, and approval of department head.
Intensive independent study of specialized topics.

For Advanced Undergraduates and Graduate Students

Undergraduate social work majors may not enroll in a 500-level social work course unless they have completed at least 84 semester hours including SWK 215, 310, 311, 315, 325, and 351; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 semester hours including SWK 215, 310, and 311 or receive permission of the instructor to take a 500-level social work course.

510 Selected Topics in Social Work (1 to 3). Pr. consent of instructor.
Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topic varies.

520 Methods and Practice of Family and Marital Therapy (3:3). Pr. 6 hours of marital and family theory plus consent of instructor.
Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

530 Social Agency Program Development (3:3). Pr. permission of instructor.
Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

540 Social Work in Community Correction (3:3). Pr. permission of instructor.
Discussion of preventative and diversion programs. Consideration of probation and parole services. Emphasis on the professional role as service provider.

550 Social Services in Health Care (3:3). Pr. permission of instructor.
Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

551 Special Problems in Social Work (1 to 3). Pr. requires written plan, consent of sponsoring instructor, and approval of department head.
Intensive, independent study of specialized topics.

560 Social Work with Groups (3:3). Pr. permission of instructor.
Advanced course to teach group process and strategies, techniques, and skills for working with support groups and task groups in human services settings.

570 Social Services for the Aging (3:3). Pr. permission of instructor.
Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

575 Social Work and the Law (3:3). Pr. permission of instructor.
Focus on the professional and ethical responsibilities, knowledge base of the law which is required for social work practice, and legal issues for the profession.

580 Long Term Care Policies for Elderly (3:3). Pr. permission of instructor.
Consideration of financing, organization and delivery of health and human services to those who are elderly and disabled or limited in capabilities for a relatively long period.

582 School Social Work (3). Pr. permission of instructor.
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

584 Social Services for Children (3:3). Pr. permission of instructor.
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

585 Social Work with Families in Crisis (3:3). Pr. 310, 311, 312 and 351 or HDF 212 and HDF 410 or permission of instructor.
Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, ESS, HDF, LES, MUS, NUR, PSY, HEA 589/711) (Offered SU98)

590 Social Services in Industry (3:3). Pr. permission of instructor.
Overview of employee assistance programs, explanation of worker-as-client, and introduction to social work strategies and service in the workplace.

595 Information Technology in the Human Services (3:3). Pr. one course in social research methods or introduction to computers, or permission of instructor.
Exploration of impact of information technology on human services, including effects on service delivery, confidentiality issues, management, and new roles for social workers. Includes hands-on computer experience.

Please refer to *The Graduate School Bulletin* for additional graduate level courses, including 500- and 600-level courses restricted to those students admitted to the Master in Social Work program.

DEPARTMENT OF TEXTILE PRODUCTS DESIGN AND MARKETING

210 STONE BUILDING

Betty L. Feather, Professor and Chair of Department
Professor Kim; Associate Professors Cassill, Grasso; Assistant Professor Vass; Lecturers Gibson, May-Plumlee; Adjunct Associate Professors McEnally, Williamson

The Textile Products Design and Marketing program offers two concentrations for majors and minors: Textile Products Marketing and Textile Products Design. These concentrations prepare students for positions with companies who focus on the development, design or marketing strategies in the soft goods chain or textile related industries.

During the first two years of study, students will complete a majority of their general education requirements and begin introductory textile, design, and marketing courses. Since many students frequently change majors early in their academic careers, the majority of textile products design and marketing courses are offered during the junior and senior years.

Students begin in-depth study in either Textile Products Design or Textile Products Marketing in their junior year. All students take supporting courses in the Bryan School of Business and Economics, preferably during their sophomore and junior years. Marketing students can complete sufficient courses (21 hours) in the Bryan School to complete a minor in Business.

Internship experiences are completed between a student's junior and senior years. Students prepare for this opportunity by completing a pre-internship class. Internships are structured and supervised to ensure that students have a quality experience. Because of the proximity to North Carolina's textile and apparel industry, the majority of students have experiences within the state.

International exposure is built into the total curriculum beginning in the freshman year with a non-western course, "Culture, Human Behavior and Clothing", and continues throughout the program. Study of foreign languages is encouraged and international study experiences are possible.

TEXTILE PRODUCTS DESIGN AND MARKETING MAJOR (BACHELOR OF SCIENCE)

REQUIRED: 122 SEMESTER HOURS

Concentrations

- **Textile Products Marketing**
  Designed to prepare students for careers in textile products marketing such as apparel manufacturing, distribution, and retailing.
- **Textile Products Design**
  Designed to prepare students for careers in apparel and other textile products design and production.

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE) Required: ATY 213	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: ART 101	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: CHE 103 or 106; CHE 110; TDM 211	7
7.	Non-Western Studies (NW) Required: TDM 121	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and CST 105	6
9.	Social and Behavioral Sciences (SB) Required: ECO 201, and SOC 101 or PSY 121	6
10.	World Literature (WL)	3
11.	AULER Electives	6

These requirements are retroactive for students who follow the 1991-92 Bulletin and Bulletins thereafter. In addition, TDM 211 and TDM 121 are approved to meet Natural Science (NS) and Non-Western Studies (NW) requirements respectively. See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

TDM Core Courses For All Concentrations

TDM 121, 211, 242, 261, 312, 481

Textile Products Marketing

1. TDM 231, 251, 321, 361, 362, 372, 461, 462, 463, 530, 560
2. Related Areas: ECO 201; MGT 200, 320; ACC 201; ISM 110; and two additional 3-hour courses to satisfy the Business minor in the Bryan School of Business and Economics.

Textile Products Design

1. TDM 244, 250, 321, 341, 342, 372, 441, 461, 462, 463, 530, 543, 544, 545, 552
2. Related Areas: ISM 110; MGT 200 and 312

Electives

Electives sufficient to complete total semester hours required for degree.

TEXTILE PRODUCTS DESIGN AND MARKETING MINOR

Majors in the Bryan School of Business and Economics or in the College of Arts and Sciences may elect a minor in Textile Products Design and Marketing by completing 15 semester hours, one course of which must be at the 500 level. There are two areas in the TDM Department from which a student can develop a minor: Textile Products Marketing or Textile Products Design. Required courses (6 hours) for the minor are TDM 211 and 261; the remaining courses can be selected from the following concentrations provided prerequisites are met:

Textile Products Marketing: TDM 251, 231, 361, 362, 372, 463, 530, 560, 562

Textile Products Design: TDM 242, 244, 250, 341, 342, 372, 441, 543, 552

TEXTILE PRODUCTS DESIGN & MARKETING COURSES (TDM)

For Undergraduates

121 Culture, Human Behavior, and Clothing (3:3).
Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-western cultures. *[NW]*

211 Textile Science (3:3).
Principles of fiber science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and their characterization; and fundamentals of coloration and finishing. *[NS, CPS].*

231 Textile Products: Production, Distribution and Consumption (3:3).
Overview of the fiber-textile-sewn products industries from raw material through consumption; includes scope and structure of the industries, auxiliary enterprises, and career possibilities. (FA)

242 Design Principles Applied to Textile Products (3:3). Pr. 211.
Application of the elements and principles of design to analysis of textile products and solution of design problems. Emphasis on textile product design evaluations through verbal and written communications.

244 Visual Communication for the Textile Products Industry (3:2:3). Pr. 242.
Survey of industry methods for communicating design concepts and presenting finished products. Emphasis is on use of media and development of techniques for rendering fabrics and textile product designs. (FA)

250 Apparel/Textile Product Assembly Processes (3:1:6). Pr. 242.
Analysis and assembly of apparel/textile products considering product design specifications, input materials, equipment requirement, quality and cost. Use of industrial equipment to assembly textile products. (SP)

251 Principles of Apparel Evaluation (3:3). Pr. 211, 231.
An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. (FA)

261 Introduction to Textile Products Merchandising (3:3).
Survey of sewn products business focusing on fashion socio-economics, principles governing fashions' origins and movement, and implications of these factors for merchandisers. Career opportunities investigated.

312 Textile Product Performance (3:2:3). Pr. 211, CHE 103 or 106, CHE 110.
Study of the properties of textile fibers, yarns, and finished fabrics using standard methods of textile evaluation.

321 Social Psychology of Dress (3:3). Pr. SOC 101 or 341 or PSY 121.
Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity. (SP)

341 Apparel Design Techniques (3:1:6). Pr. 211, 242, and grade of C or better in TDM 250.
Development of apparel designs by flat pattern techniques and original design process. (FA)

342 Advanced Applications of Flat Pattern Drafting Techniques (3:1:6). Pr. grade of C or better in TDM 341.
Flat pattern techniques in development of slopers and patterns for women's, men's and children's apparel. Original designs will be executed using an industrial design process and quality production techniques. (SP)

361 Textile Products Buying and Merchandising I (3:3). Pr. TDM 231, 261, or permission of instructor.
Investigation of the role and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying. (SP)

362 Visual Merchandising and Promotion (3:3). Pr. 242.
Application of visual merchandising to textile and nontextile products and services, through design principles and physical manipulation. (FA)

372 Survey of Historic Costume (3:3).
Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress. (FA)

400 Special Problems in Textile Products Design and Marketing (1 to 4).
Individual study. Conference hours to be arranged.

441 Computer Applications for Textile Products (3:1:6). Pr. 341.
Utilizing computer technology to develop textile product lines including design, production specifications, markers, grading and sample products.

461 Pre-internship: Textile Products Industries (3:3). Pr. 12 hours in TDM; application required.
Analyses of trends and current developments influencing the textile and apparel industry. Examination of process, content, requirements, and options for self-directed learning opportunities in clothing and textiles. (SP)

462 Internship: Textile Products Design and Marketing (3:3). Pr. 18 hours in TDM; overall GPA of 2.2; application required. • ***May not be taken concurrently with TDM 461.***
Campus monitored, structured educational experiences in off-campus textile products industries. Site visits by professor, weekly written assignments, required oral presentations to academic and business professionals. (SU)

463 International Sourcing of Textile Products (3:3). Pr. 231.
Examination of textile products sourcing strategies, business and cultural environments, and financial transactions used in calculating business in the international marketplace. (SP)

481 Contemporary Professional Issues in Textile Products (3:3). Pr. Senior TDM majors.
Study of contemporary issues related to clothing and textiles in their social, economic and political context. Emphasis on understanding cultural differences in the global marketplace. (SP)

482 Special Problems in Textile Products Design or Marketing (1 to 4).
Individual study. Conference hours to be arranged.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12).
Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study.

513 Textile Products Analysis and Standards (3:3). Pr. 211, 312.
Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards. (Alt SP)

530 Economics of the Textile and Apparel Complex (3:3). Pr. ECO 201 or graduate standing or permission of instructor.
Economics and social aspects of production, distribution and utilization of apparel and textiles.

543 Apparel Design by Draping (3:1:6). Pr. 341.
Principles and methods of apparel design by draping; manipulation of fabric on the three-dimensional body form; emphasis on creative solutions to design problems and the interrelationships between fabric, design, and form. (FA)

544 Analysis of Sizing, Grading, and Fit (3:2:3). Pr. 342. • ***Textiles Products Design majors and minors only.***
Comprehension of basic sizing systems based on body properties of men, women and children. Grading concepts and fit principles relative to specific markets, end uses, aesthetics, and comfort. (FA)

545 Experimental Product Design (3:2:3). Pr. 342, 441, 543, and 544.
Interrelationship of factors involved in textile product design for the mass market; use of industrial design processes and equipment, cost analysis, and production methods. (SP)

552 Textile Products Production Management (3:3). Pr. 211, 261.
Overview of management issues in textile product production including raw material, selection and evaluation, computer integration, equipment selection, planning production, costing, and quality control. Several manufacturing systems are analyzed. (SP)

560 Textile Products Marketing (3:3). Pr. 231, MGT 320.
An intensive analysis of marketing principles applied to the textile products industry. (FA)

562 Behavior of Textile Products Consumers (3:3). Pr. MGT 320 or permission of instructor.
Study of environmental, individual, and psychological influences on behavior of consumers in the textile products consumption process. (SP)

563 Analysis of the Textile Products Industry (3:3). Pr. MKT 320 or permission of instructor. • ***Not intended for TDM master's degree students.***
Analysis of the textile products industry from raw materials through consumption. Examination of production and marketing of textile products, technological developments, and domestic and global market strategies. (SU)

582 Problems in Textile Products Design and Marketing (2 to 6).
Individual study.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

School of Music

107 Brown Music Building

Arthur R. Tollefson, Professor and Dean of School
James C. Prodan, Professor and Associate Dean
Professors Bass, Cox, Gutter, Hess (Covington Distinguished Professor of Music), Kiorpes, Locke, Lynam, Marsh, McCrickard, McIver, Sherbon; Associate Professors Anderson, Burke, G. Carroll, W. Carroll, Di Piazza, Egekvist, Kohlenberg, LeFevre-Milholin, McCarty, McClaren, Masarie, Salmon, Sink, Stewart, Walker, Whittaker, Williams; Assistant Professors AsKew, Bach, Burns, Charry, K. Edwards, Holley, Rawls, Shively, Willis, Yoder-White; Lecturers S. Edwards, Greenlaw, King, Linton, Mazzatenta, Scott

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher licensure study. The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. **Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.**

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions. Successful audition/composition submission results are valid for one calendar year.

Aspects of Music Study

Performance Studies. Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, or composition. This study will include private instruction in the major or principal performance area, some group instruction, and work in a secondary performance area (instruments, voice, composition or advanced conducting) outside the major or principal area.

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses.

Majors, principals, and minors will be assigned to MUS 151-451 (1-3 credits) for performance studies. Students who are not music majors or minors may enroll for performance study subject to the availability of space. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

Performance Activities. B.M. students will participate in one or more large ensembles in their area each semester according to degree requirements. Any student enrolled for two or more credits of performance studies must co-register for a large ensemble (MUS 380, 381A & B, 382, 384, 388, 391, 393, 394, 395, 396D, 396I). Each year advanced voice students may apply for roles in the performances of opera and musical theatre which the School of Music presents in cooperation with the Department of Broadcasting/Cinema and Theatre. Advanced students also have opportunities to perform in the Greensboro Symphony Orchestra and/or other professional ensembles, to serve as church organists, vocal soloists, and directors, and to participate in orchestras hired locally for touring events appearing in the community.

Community Opportunities

Living in the artistically thriving Greensboro/Winston-Salem/High Point "Triad" region, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

Facilities. In 1999 the School of Music is scheduled to move into a new $25.7 million building. Located as a prominent northeast "window" to the University at the corner of Market and McIver streets, the three-story, 130,000 square-foot facility will be the costliest and second-largest structure ever built on campus.

The "state-of-the-art" building will feature a 350-seat recital hall; a 130-seat organ recital hall; instrumental, choral, and percussion rehearsal halls; a unified music library; a

computer laboratory; classrooms; seminar-conference rooms; faculty studios/offices; practice facilities; an acoustics research laboratory; a psychoacoustics laboratory; an electronic piano laboratory; electronic music studios; a music education methods room; administrative offices; faculty and student lounges; and storage.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments.

TRANSFER STUDENT POLICY

Transfer students to the School of Music must follow the requirements for their major that are in effect during the semester of their initial registration at UNCG, regardless of which AULER catalog requirements are allowed.

STUDENT INFORMATION MANUAL

Additional policies and regulations are found in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication is the responsibility of the student.

MUSIC IN GENERAL STUDIES

Courses in introductory music appreciation, Afro-American music, non-western music and jazz appreciation are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

MUSIC MAJOR (BACHELOR OF ARTS)

REQUIRED: 122-126 SEMESTER HOURS.

MUS 090 (4 SEMESTERS)

MUS 091 (7 SEMESTERS)

CONCENTRATIONS IN

- GENERAL MUSIC
- MUSIC HISTORY

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet the All-University Liberal Education Requirements (AULER). In addition, students in the General Music Concentration must elect two writing intensive courses, as defined and identified in the UNCG *Undergraduate Bulletin* within their AULER requirements. These students must complete six hours of the same foreign language. This may be accomplished by completing six hours of a new elementary foreign language, by completing six hours through the intermediate level of a previously studied foreign language, or by proficiency through the intermediate level.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements for Both Concentrations

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER)
3. Performance Studies: 10 semester hours including at least 2 at 351 level
4. Class Piano: 4 semester hours through MUS 134 or proficiency

General Music Concentration

1. Large Ensemble: 5 semester hours
2. One 400-500 level music elective in history/literature, theory or pedagogy.
3. Electives sufficient to complete the 122 semester hours required for the degree

Music History Concentration

1. Large Ensemble: 2 semester hours
2. Collegium Musicum: 6 semester hours
3. MUS 497C (6 semester hours) to culminate in a senior thesis; MUS 507; three of the following: MUS 511, 521, 527, 528, 529, 530, 531, 532, 533, 534, 537, 538.
4. Electives sufficient to complete the 126 semester hours required for the degree

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PERFORMANCE MAJOR (BACHELOR OF MUSIC)

REQUIRED: 128 SEMESTER HOURS.

MUS 090 (7 SEMESTERS)

MUS 091 (7 SEMESTERS)

CONCENTRATIONS IN

- Voice or an instrument
- Jazz Studies (a concentration in an instrument with emphasis on jazz)
- Composition (a concentration in music composition with proficiency in at least one performance area required for acceptance)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

		Sem Hrs
1.	British or American Literature (BL)	3
2.	Historical Perspectives on Western Culture (HP)	3
3.	Mathematics (MT)	3
4.	Natural Science (NS)	6
5.	Non-Western Studies (NW) **Required:** MUS 343	3
6.	Reasoning and Discourse (RD)	6
7.	Social and Behavioral Sciences (SB)	6
8.	World Literature (WL)	3
9.	Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core courses for all three concentrations

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Performance Studies: 12 semester hours

• Voice or Instrument Concentration

1. Major area Performance Studies: 10 semester hours beyond core requirement culminating in senior recital (at least 3 at 451 level)

2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331, 332, 333, 343 (fulfills NW AULER requirement; see above)
4. Large Ensemble: 8 semester hours (4 for keyboard majors)
5. Conducting: 1 semester hour
6. History/Literature and Theory: 9 semester hours (two areas must be represented)
7. a. Guitar Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 4 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   b. Harpsichord Students
   MUS 284, 285, and 2 semester hours of 384
   Collegium Musicum: 2 semester hours
   Piano: 4 semester hours
   Keyboard Harmony: 2 semester hours
   MUS 530: 3 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 4 semester hours

   c. Orchestral Instrument Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 4 semester hours
   Pedagogy (string, woodwind, brass, or percussion): 3 semester hours
   Music Electives: 6 semester hours

   d. Organ Students
   MUS 284, 285, and 4 semester hours of 384
   Small Ensemble: 2 semester hours
   Keyboard Harmony: 2 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   e. Piano Students
   MUS 284, 285 and 4 semester hours of 384
   Small Ensemble: 2 semester hours
   Pedagogy: 3 semester hours
   Keyboard Harmony: 2 semester hours
   Music Electives: 6 semester hours

   f. Voice Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Diction: 4 semester hours
   Vocal Repertory and Pedagogy: 7 semester hours (375, 513, 514, 541)
   Music Electives: 2 semester hours
   FRE 101, GER 101-102, and ITA 101 (6 hours may be used to fulfill AULER electives)

• Jazz Studies Concentration

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital of mainly jazz literature (must achieve 351 level in classical studies and at least 3 credits at 451 level in jazz studies)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano (not required of keyboard principals): 2 semester hours through MUS 134 or proficiency
5. MUS 395: 8 semester hours
6. MUS 321, 322, 358, 372, 558, 560
7. Music Electives: 5 semester hours

• Composition Concentration

1. Composition: 2 semester hours (beyond Performance Studies core requirement) culminating in senior recital (at least 3 at 451 level)
2. Principal Performance Area: 8 semester hours (must attain 351 level)
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano: 2 semester hours through MUS 134 or proficiency (not required of keyboard principals)
5. Large Ensemble or 20th-Century Players: 8 semester hours
6. Small Ensemble: 2 semester hours
7. MUS 203, 350, 372, 472, 507, 508, 566
8. Music Electives: 6 semester hours

MUSIC EDUCATION MAJOR (K-12) (BACHELOR OF MUSIC)

REQUIRED: 128 SEMESTER HOURS

MUS 090 (7 semesters)
MUS 091 (7 semesters)

CONCENTRATIONS IN

- Choral/General Music Education
- Instrumental Music Education

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

		Sem Hrs
1.	British or American Literature (BL)	3
2.	Historical Perspectives on Western Culture (HP)	3
3.	Mathematics (MT)	3
4.	Natural Science (NS)	6
5.	Non-Western Studies (NW) **Required:** MUS 343	3
6.	Reasoning and Discourse (RD)	6
7.	Social and Behavioral Sciences (SB) **Required:** PSY 121 and HEA 201	6
8.	World Literature (WL)	3
9.	Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for these programs in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core Courses

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 12 semester hours (at least 2 at 351) culminating in a half recital during a semester enrolled at

the 351 level. Keyboard students may fulfill the recital requirements by accompanying a half recital or chamber recital.

4. Large Ensemble: 7 semester hours

• Choral/General Music Education Concentration

1. Keyboard Students:
2. a. MUS 170, 171, 208, 319, 355, 356, 367a, 419, 464, 468, 469; select 2 credits from 270, 271, or 152 (secondary voice)
   Class Voice: 2 semester hours
   Secondary Voice: 3 semester hours
   Music Electives: 2 semester hours
   b. Voice Students:
   MUS 170, 171, 208, 270, 271, 319, 355, 356, 367a, 419, 464, 468, 469
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Secondary Piano: 3 semester hours (MUS 152, 252 & 352)
   FRE 101, 102, **or** GER 101, 102
3. Music Electives: 2 semester hours

• Instrumental Music Education Concentration

1. MUS 209, 355, 357, 363, 364, 365, 366, 367b, 368, 372, 467, 468, 469, 472
2. a. Wind, Percussion, or Bowed String Instrumental students: Class Piano: 2 semester hours through MUS 134 **or** proficiency
   b. Keyboard students: Secondary study of Wind, Percussion or Bowed String Instrument: 2 semester hours

Teacher Licensure Requirements

(See "Teacher Education Programs", Part 7, for full explanation.)

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. MUS 465 Student Teaching and 466 Student Teaching Seminar

MUSIC MINOR

REQUIRED: 21 SEMESTER HOURS IN SCHOOL OF MUSIC

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 332
3. Performance Studies: 4 semester hours (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 semester hours
5. Music Electives: 4 semester hours (may not use MUS 241)

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN GENERAL MUSIC AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in General Music/Business Administration provides the opportunity for a student to complete a BA in General Music (122 hours) within a four-year period and to shorten the time required to finish the Master of Business Administration degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the School of Music as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in General Music/MBA in Business Administration

		Hrs
A.	**AULER Component (45 hours max)****	
	See additional AULER Area requirements and available AP credit on p. 45.	27
Special AULER area requirements for this program:		
	Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3
	Nonwestern Studies (NW)— *required: MUS 343 (see B below)*	3
	Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See C below)*	6
	AULER Electives (EL)— *required: 6 hours of the same foreign language*	6
	Total Hours	45
	*** NOTE: Students must select two writing intensive courses*	
B.	**General Music Major Requirements (49 hours)**	
1.	Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301	15
2.	History: MUS 331 or 334, 332, 333, 343 (meets AULER NW requirement)	9
3.	Class Piano: 4 semesters through 134 or proficiency	4
4.	Performance Studies: 10 semester hours including at least 2 hours at 351 level	10
5.	Large Ensemble	5
6.	MUS Elective: one 400-500 level course in history/literature, theory, or pedagogy	3
7.	MUS 090 for 4 semesters	0
8.	MUS 091 for 7 semesters	0
	Total hours	46
C.	**MBA Prerequisites, in addition to AULER (12)**	
1.	ISM 110 (prerequisite for ECO 250)	3
2.	ECO 250	3
3.	ACC 201, 202	6
	Total hours	12
Total Undergraduate Requirements		103
D.	**Other Undergraduate Electives**	19
TOTAL UNDERGRADUATE SEMESTER HOURS		122
E.	**Related Requirements for the MBA (43.5 hours)**	
	Senior Year (7.5 hours)	
	MBA 601, 604 (Fall)	3.0
	MBA 605, 606, 607 (Spring)	4.5
	Summer Following Senior Year (4.5 hours)	
	Internship and 4.5 credits	4.5
	Graduate or 5th Year (24 hours)	
	Required foundation and strategic management level requirements; electives	24.0

Summer (7.5 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	43.5

HONORS IN MUSIC

Requirements

Nine semester hours to consist of:

MUS 322H History of Western Music II

MUS 301H Theory V

HSS 490 Senior Honors Project

Under certain circumstances the School of Music Honors Panel may permit a 500-level course taken under the MUS 493H number to satisfy an honors requirement.

Qualifications

- A declared Music Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Music" will be printed on the student's official transcript.

A music major may also complete the University Honors Program in which case the designation "Completed University Honors Program" will also be printed on the student's official transcript.

MUSIC COURSES (MUS)

Music courses marked with an asterisk (*) are open to all University students.

Some of the following courses may not be available every year. Please inquire at School of Music for schedule.

For Undergraduates

090 Convocation (0:1).
Weekly presentations by students, faculty and guests. See Student Information Manual. (FA,SP)

091 Recital Attendance (0).
Music Majors are required to attend an approved number of performances each semester. See Student Information Manual. (FA,SP)

101 *Music Theory I (2:3).
Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression. (FA,SP)

102 *Music Theory II (2:3). Pr. 101, or permission of instructor.
Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis. (FA,SP,SU)

105 *Ear-Training I (1:2).
Music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, and triads. (FA,SP)

106 *Ear-Training II (1:2). Pr. 105, or permission of instructor.
Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint. (FA,SP,SU)

125 *Class Voice (1:0:2). • *May be repeated for credit.*
Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. (FA,SP)

130 Class Guitar (1:0:2). Pr. consent of School of Music to enroll. • *May be repeated for credit.*
Group instruction in functional guitar for beginning guitar students. (Not offered every year)

131, 132, 133, 134 *Class Piano (1:0:2), (1:0:2), (1:0:2), (1:0:2).
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. 131, first level; 132, second level; 133, third level; 134, fourth level. (Each level - FA,SP)

151-551 Performance Studies (.5-3:.5-2). Pr. audition required. • *Enrollment for 2-3 credits requires coregistration in a large ensemble.*
Instruction on secondary instrument or in voice. (FA,SP,SU)

152-552 Performance Studies (.5-2:.5-1).
Instruction for non-majors or on secondary instrument or in voice. (FA,SP,SU)

170 Italian and Latin Diction for Singers (1:1:1).
Study of International Phonetic alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages. (FA,SP)

171 English Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Study of the International Phonetic alphabet and its application to the pronunciation of English and special problems involved in singing in English. (SP)

201 Music Theory III Musical Structure (2:3). Pr. 102 or permission of instructor.
More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis. (FA,SP)

202 Music Theory IV Musical Structure (2:3). Pr. 201, or permission of instructor.
Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis. (FA,SP,SU)

203 Instrumentation (2:2).
Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs.

205 Ear-Training III (1:2). Pr. 106, or permission of instructor.
More advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (FA,SP)

206 Ear-Training IV (1:2). Pr. 205, or permission of instructor.
Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (FA,SP,SU)

208 Introduction to Teaching Instrumental Music (2:2:1). Pr. admission to School of Music as a Choral/General Music Education major or permission of instructor.
Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting. Required: choral/general music education majors. (SP)

209 Introduction to Teaching Choral and General Music (2:2:1). Pr. admission to the School of Music as an Instrumental Music Education major, or permission of instructor.
Introduction to general and choral methods at the secondary level. Includes vocal laboratory. Required: instrumental music education majors. (SP)

214 *Jazz Appreciation (3:3).
Introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. *[FA, CFA].* (FA,SP,SU)

241 *Music Appreciation (3:3). • *Not open to music majors.*
Introduction to Western culture art music through a survey of its history, composers, forms, styles. Requires listening assignments and recital attendance. No musical training required. *[FA,CFA].* (FA,SP,SU)

270 French Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Phonetic alphabet as it relates to French language and special problems involved in singing this language. (FA,SP)

271 German Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Phonetic alphabet as it relates to German language and special problems involved in singing this language. (FA,SP)

284 Fundamentals of Keyboard Accompanying I (1:1:1). Pr. 106, or permission of instructor.
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to sight reading techniques, German Lieder and Italian opera reductions. (FA)

285 Fundamentals of Keyboard Accompanying II (1:1:1). Pr. 284, or permission of instructor.
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, the style of French melodie and German opera reductions. (SP)

300 Recital (0). Coreq. 351.
Presentation of a varied program of music. (FA,SP,SU)

301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3). Pr. 202, 206, or permission of instructor.
Techniques of pitch and temporal organization in music of the 20th century. Analysis of music from Debussy through Stravinsky, Webern, and others. (FA,SP)

302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2). Pr. 102, 106, 251 level in keyboard, or permission of instructor.
A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization. (302-FA,303-SP)

319 Choral Laboratory I (1:1:1). Pr. 106 or consent of instructor, 125 or one semester of voice study.
Conducting techniques, especially as related to choral conducting; rehearsal procedures, continued study of choral repertory. (FA)

321, 322 Jazz Improvisation I, II (3:3), (3:3). Pr. 321 or consent of instructor.
Basic course for the student with little or no previous experience in jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation. Pr. successful completion of 101, 102, 105, 106, and attainment of the 251 level in applied music. Second semester: continued development of knowledge and skills present in 321 with emphasis on increased fluency and mastery. (321-even FA, 322-odd SP)

323 *The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, DCE 323.) *[FA, CFA].*

331 History of Western Music I (3:3).
Music history of the Western tradition from its beginnings to about 1600. Pr. 333, or permission of instructor. (FA)

332 History of Western Music II (3:3). Pr. 102, 106, or permission of instructor.
Music history of the Western tradition from about 1600 to about 1815, including a brief introduction to music before 1600. (FA,SP)

333 History of Western Music III (3:3). Pr. 332, or permission of instructor.
Music history of the Western tradition from about 1815 to the present, including a brief introduction to music in America. (SP, SU)

334 History of Western Music IV (3:3). Pr. 333, or permission of instructor.
History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music. (SP)

343 *Music of the Non-Western World (3:3).
Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and the Americas. *[NW, CNW].* (FA,SP,SU)

344 *Afro-American Music (3:3).
Historical survey of the musical contributions of Black Americans beginning with oral traditions of Africa and culminating with jazz and music of contemporary Black American composers. Does not require previous musical training.

350 *Electronic Music (3:2:2). Pr. junior standing or permission of instructor.
Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments. (FA,SP)

355 Computers and Electronic Media in the Music Classroom (1:0:1). Pr. admission to the School of Music.
Experience in the use of computers including software packages and electronic technology for successful use in music teaching. (FA,SP)

356 General Music in the Secondary Schools (2:2:1). Pr. junior standing or permission of instructor.
An overview of current approaches to teaching general music in middle and secondary school (6-12) with emphasis on teaching strategies and materials. Includes supervised teaching practicum. (SP)

357 Marching Band Techniques (2:2:1). Pr. junior standing or permission of instructor.
Study of marching band techniques, including drill design, auxiliary units, personnel and equipment management. (FA)

358 Jazz Arranging I (3:3). Pr. 201, 205.
Beginning study of language and techniques employed in arranging music for various jazz ensembles. (Odd FA)

361 Music for the Classroom Teacher (2:2:1). Pr. Junior standing or permission of instructor.
Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. (FA,SP,SU)

363 Teaching Strings Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (SP)

364 Teaching Brass Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (FA)

365 Teaching Woodwinds Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (FA)

366 Teaching Percussion Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (SP)

367a General Music in the Elementary School (3:3:1). Pr. junior standing or permission of instructor.
An overview of music curriculum (K-5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum. (FA)

367b Foundations of Teaching Instrumental Music (3:3:1). Pr. 363, 364, 365, 366, junior standing, or permission of instructor.
Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. (SP)

368 Band Instrument Repair (1:0:3). Pr. instrumental methods courses and/or performance knowledge of band instruments.
Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. (SP)

372 Instrumental Conducting I (1:0:2).
Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication. (FA)

375 Opera Performance Techniques (2:2:2). Pr. consent of instructor. • ***May be repeated for credit.***
Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre. (FA)

380 Women's Choir (1:0:3). Pr. Membership by audition. • ***May be repeated for credit.***
Choral organization for graduate and undergraduate women's voices. (FA,SP)

381A Men's Glee Club (1:0:3). Pr. Membership by audition. • ***May be repeated for credit.***
Choral organization for graduate and undergraduate men's voices. (FA,SP)

381B Women's Glee Club (1:0:3). Pr. Membership by audition. • ***May be repeated for credit.***
Choral organization for graduate and undergraduate women's voices. (FA,SP)

382 University Chorale (1:0:3). Pr. Membership by audition. • ***May be repeated for credit.***
Mixed choral organization of approximately 50 graduate and undergraduate singers. (FA,SP)

384 Keyboard Accompanying (1:0:3). Pr. 284/285 or permission of instructor. • ***May be repeated for credit 4 semesters.***
Students are assigned vocal and/or instrumental students to accompany with literature appropriate to the student's level. Fulfills large ensemble requirement for keyboard performance majors. (FA,SP)

388 Chamber Singers (1:0:3). • ***May be repeated for credit.***
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers.

391 University Symphony Orchestra (1:0:4). • ***May be repeated for credit.***
Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. (FA,SP)

393 University Wind Ensemble (1:0:4). • ***May be repeated for credit.***
Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. (FA,SP)

394 University Concert Band (1:0:3). • ***May be repeated for credit.***
Performance of literature from all eras, including contemporary works for this medium. (FA,SP)

395 Jazz Laboratory Ensemble (1:0:3). Pr. Membership by audition. • ***May be repeated for credit.***
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. (FA,SP)

396 Small Ensemble (1:0:3) or (1:0:2). Pr. Membership by audition. • ***May be repeated for credit.***
Participation by advanced students in trios, quartets, and other ensembles appropriate to the performance area. Includes Collegium Musicum, Jazz Ensemble, 20th-Century Chamber Players, Percussion Ensemble, Opera Chorus (spring semester), Show Choir. (FA,SP)

400 Recital (0). Coreq. 451.
Presentation of a varied program of music. (FA,SP,SU)

403 String Instrument Pedagogy (3:3). Pr. MUS 351 performance level on bowed string instrument or permission of instructor.
Survey of methods and materials utilized in the teaching and performing of string instruments (Odd SP)

404 Woodwind Pedagogy (3:3). Pr. MUS 351 performance level on principal woodwind instrument or permission of instructor.
A survey of methods and materials utilized in the teaching and performing of woodwind instruments with special focus on the principal instrument. (Even SP)

407 Brass Instrument Pedagogy (3:3). Pr. MUS 351 performance level on principal brass instrument or permission of instructor.
Survey of methods and materials utilized in the performance and teaching of brass instruments. (Odd FA)

408 Percussion Pedagogy (3:3). Pr. MUS 351 performance level as percussion major or principal or permission of instructor.
Survey of methods and materials utilized in the teaching and performing of percussion instruments. (Odd SP)

409 Jazz Pedagogy (3:3). Pr. MUS 202, 206, or consent of instructor.
Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials. (Even FA)

419 Choral Laboratory II (2:1:2). Pr. 206, 319, or 372; or permission of instructor.
Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (FA)

464 Choral Music in the Secondary School (3:3:1). Pr. senior standing or permission of instructor; admission to Teacher Education.
Survey of choral music instruction in secondary school, including evaluation of materials, development of teaching and rehearsal strategies, and organization of choral music program; includes supervised teaching practicum. Required of all choral/general music education majors. (FA)

465 Student Teaching in Music (10). Pr. 464 or 467, senior standing, admission to the professional semester for student teaching, concurrent registration in 466, 468, 469.
Intensive, field-based internship in school music education. Includes practical applications of previous coursework in supervised settings. (FA,SP)

466 Seminar for Student Teachers (0:0:1). Pr. concurrent enrollment in 465, 468, 469.
Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Required: student teachers. (FA,SP)

467 Instrumental Music in the Schools (3:2:2). Pr. senior standing, 363, 364, 365, 366, 367B; admission to teacher education.
Methods of teaching instrumental music, including study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. (FA)

468 Teaching Music in a Multicultural Population ((1:1). Pr. concurrent enrollment in MUS 465 or permission of instructor.
Seminar for prospective music teachers to develop understanding and teaching strategies for students in a broad spectrum of ethnic groups. (FA,SP)

469 Teaching Music to the Exceptional Child (1:1:1). Pr. concurrent enrollment in MUS 465 or permission of instructor.
Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments. (FA,SP)

472 Instrumental Conducting II (2:1:2).
Advanced conducting techniques, with emphasis on instrumental conducting. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.* (FA,SP,SU)

497 Directed Study in Music (1 to 3). Pr. consent of supervising professor and Dean of School of Music. • *May be repeated for credit if topic varies.*
Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Associate Dean and Dean of School of Music. A, Directed Study in Music Education; B, Directed Study in Performance, Composition, Theory; C, Directed Study in Music History and Literature. (FA,SP,SU)

For Advanced Undergraduates and Graduate Students

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule. 600 level courses are not available for undergraduate students unless qualified for dual registration.

500 Organ Pedagogy (3:3). Pr. junior, senior, or graduate keyboard major or principal.
A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. (Not offered every year.)

501 Piano Pedagogy I (3:3). Pr. keyboard principal or major or consent of instructor.
Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students. (Even FA)

502 Piano Pedagogy II (3:3). Pr. keyboard principal or major or consent of instructor.
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. (Odd SP)

507 Modal Counterpoint (3:3). Pr. 202 and 206 or consent of instructor.
Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (SP)

508 Tonal Counterpoint (3:3). Pr. 202 and 206 or consent of instructor.
Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. (FA)

509 Analysis and Interpretation of Music (3:3). Pr. 301 or consent of instructor.
Principles of musical interpretation as applied to representative works from eighteenth, nineteenth, and twentieth centuries. Emphasis on derivation of rational bases for interpretive decisions, based on musical analysis. (Not offered every year.)

511 *History of Opera (3:3). Pr. 331, 332 and 333 or consent of instructor.
Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. (Odd SP)

513a, 514a Song Repertory I, II: Voice (1:0:2), (1:0:2). Pr. Voice 251 and courses in the grammar and/or the phonetics of the language (German for 513a, French for 514a), or consent of instructor. • *Each semester may be repeated once for credit.* • *Open to junior, senior, and graduate music majors.*
Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513a-FA, 514a-SP)

513b, 514b Song Repertory I, II: Piano (1:0:2), (1:0:2). Pr. Piano 251 or consent of instructor. • *Each semester may be repeated once for credit.* • *Open to junior, senior, and graduate music majors.*
Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513b-FA, 514b-SP)

515 Piano Literature I (3:3). Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor.
Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources. (Odd FA)

516 Piano Literature II (3:3). Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor.
Survey of piano literature from ca. 1825 to present. (Even SP)

521 *History of Art Song (3:3). Pr. 333 or consent of instructor.
Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. (Even FA)

522 *Guitar Literature (3:3). Pr. two years of classical guitar study or equivalent.
Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. (Not offered every year.)

525 Overview of Tonal Harmony and Form (3:3). Pr. permission of instructor. • *For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.*
Review of tonal harmony, voice-leading, and form. (FA)

526 Overview of Western Music History (3:3). Pr. permission of instructor. • *For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.*
Review of western European music history from the Greeks to the present day including the classical art tradition in America. (SP)

527 *Performance Practices of Western Music (3:3). Pr. 331, 332, and 333 or consent of instructor.
Investigation from Middle Ages to present of the problems of performing music in historically correct manner. Emphasis on theoretical writings and on comparison of performances. (Not offered every year.)

528 *Choral Music since 1750 (3:3). Pr. 332, 333 or consent of instructor.
Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (Even FA)

529 *Renaissance Music (3:3). Pr. 331 or consent of instructor.
Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even SP)

530 *The Baroque Period in Music (3:3). Pr. 332 or consent of instructor.
Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even FA)

531 *Classicism and Romanticism in Music: 1750-1850 (3:3). Pr. 333 or consent of instructor.
Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. (Odd SP)

532 *The Post-Romantic Tradition in Music: 1850-1914 (3:3). Pr. 333 or consent of instructor.
Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. (Odd FA)

533 *Twentieth-Century Music: 1890-1950 (3:3). Pr. 333 or consent of instructor.
Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. (Even SP)

534 Music Since 1945 (3:3). Pr. 333 or consent of instructor.
Study of creative trends and issues in music and related media in Europe and the United States since World War II. (Even FA)

535 Percussion Literature (3:3). Pr. Upper division undergraduate and graduate percussion majors.
Survey of percussion literature from the medieval era to the present emphasizing the role of percussion in various musical settings. (Even SP)

536 *Band Literature (3:3).
Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe. (Odd SP)

537 String and Keyboard Chamber Literature (3:3). Pr. Upper division undergraduate or graduate standing in performance studies or consent of the instructor.
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (Odd FA)

538 *The Symphonic Tradition (3:3). Pr. 332, 333 or consent of instructor.
Advanced study of symphonic styles and techniques from Baroque era to present. (Even SP)

539a, 539b Advanced Conducting (3:3), (3:3). Pr. 472 or 419; consent of instructor required.
Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 539a: Instrumental; 539b: Choral/Instrumental. (539a-FA, 539b-SU)

540 Piano Teachers' Seminar (3:3). • *May be repeated once for credit by degree students.*
Piano literature, technique, and interpretation for teachers of piano. Specific course content described with each offering of the seminar. (Not offered every year.)

541 Principles of Vocal Pedagogy (3:3). Pr. senior or graduate standing as a voice major or principal or consent of instructor.
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (FA)

543 Music for Exceptional Children (3:3). Pr. 361 or consent of instructor.
Review of learning styles of exceptional children and implication for providing realistic musical activities in the classroom. Emphasis placed on musical goals and developing musical skills with special learners. (FA)

544 Contemporary Trends in Music Education (3:3).
Current philosophies and concepts which are influencing forces in contemporary music education practices, methods, and materials. Investigation into social psychology of music as it applies to existing musical organizations and classes in public schools. (SP)

545 Teaching Elementary Music: Theory and Practice (3:3). Pr. Music teaching experience in elementary school OR the equivalent of MUS 465.
Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of the application of current child development and learning theories in teaching elementary general music. (Even FA)

550 *Electronic Music (3:2:2).
Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience. (FA,SP)

558 Jazz Arranging II (3:3). Pr. 201, 202, 203, 205, and 206 or graduate standing in music theory.
Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (Even SP)

560 History of Jazz (3:3). Pr. 206, 301, 331, 332, 333.
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (Even SP)

563 Band Arranging (3:3).
Arranging, editing, and rescoring for concert and marching bands for performance at various levels. (Not offered every year.)

566 Orchestration (3:3).
Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments. (Odd SP)

568 Organ Literature (3:3).
Survey of organ literature from sixteenth century to present. (Not offered every year.)

570 Piano Technique, A Pedagogical Survey (3:3). Pr. 351 level or above in piano performance studies, or consent of the instructor.
A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (Odd FA)

571 String Solo Literature (3:3). Pr. upper division and graduate string students, or consent of instructor.
Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (Even FA)

572 Woodwind Literature (3:3). Pr. MUS 351 performance level, or permission of instructor.
Survey of woodwind solo and chamber literature, 17th century to the present. Emphasis on historical perspectives, woodwind genres, performance practice, performances of representative works, and score analysis. (Odd SP)

573 Brass Solo Literature (3:3). Pr. 351 level or above in brass performance studies or consent of instructor.
Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Even FA)

578 Orff in the Music Classroom (3:3). Pr. advanced undergraduate or graduate standing in music or consent of instructor.
Practical experiences in the Orff-Schulwerk method of music teaching. Recorder proficiency, Orff instrumental technique and orchestration for Orff instrumentarium are emphasized.

579 Music Education Workshop (1 to 3). Pr. consent of School of Music, to be based upon appropriate academic or professional training. • *May be repeated once for credit if topic differs. • Grade: Satisfactory/ Unsatisfactory, S/U.*
Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis for the course will vary as announced.

589A Experimental Course: Music in Early childhood (3). Pr. junior standing.
Hands-on instruction in developmentally appropriate music experiences for young children; teacher preparation to understand and guide a music program for preschool-second grade children, emphasizing ages 3-7. (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

School of Nursing

112 Moore Building

Lynne G. Pearcey, Professor and Dean
Virginia B. Karb, Associate Professor and Associate Dean
Eileen M. Kohlenberg, Associate Professor and Assistant Dean

Professors Bartol, Chamings, Herrick; Associate Professors Barba, H. Brown, Courts, Dick, M. Evans, Krowchuk, Reed, Richardson, R. Saunders; Clinical Associate Professors Eakes, Lutz, Sandoval; Visiting Associate Professor Schrull; Assistant Professors Beeson, Cookman, Kennedy-Malone, O'Rourke, Shaughnessy, R. Taylor, Tesh, Werstlein; Clinical Assistant Professors Bartlett, Cowen. Lehman, VonCannon; Visiting Assistant Professors J. Jones, Maree, S. Ouellette; Lecturers Clapp, S. Collins, DeBrew, Hancock, Helfers, Jacubowitz, Krasley, McNeal, Orr, Packheiser, Wheeler

Adjunct Faculty: Adjunct Associate Professors Blank, Hollerich, Mims, Woodard; Adjunct Assistant Professors Beach, Bokun, Collins, Crowe, Dickson, Hardin, Higgerson, Jarrett-Pulliam, Liner, Lundrigan, Mooth, Smith, Staab, Watters, Winchester; Adjunct Instructors Beard, Bensky, Brockschmidt, Campbell, Johnson, Koontz, Merritt, Moon, R. Ouellette, Owens, Ricker, Ripley, Sappenfield

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, humanities, and basic nursing. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice.

Accreditation

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs. For information, contact the National League for Nursing Accrediting Commission, 350 Hudson Street, New York, NY 10014, telephone (212) 989-9393.

Philosophy

The faculty believes that people, existing as individuals, families, groups, and communities, are holistic, complex biological, psychological, social, cultural, and spiritual beings. Each person is unique and possesses inherent dignity, worth, and the right to self-determination. While human responses are individualized, many can be generalized and predicted. Throughout the life span, people have potential for growth and development.

A person dynamically interacts with the environment, and each is affected by the other. The environment is the sum total of all those conditions and circumstances that have an impact on the existence of an individual. The environment constantly changes and influences a person's health.

Health is a relative state of being which is characterized by wellness, illness, disease, or dysfunction. Any view of health must consider both developmental and environmental influences. A person uses both internal and external resources to achieve the desired level of health. Nursing is one of the external resources available.

Nurses use knowledge and skill in working with people to promote, maintain, and restore the balance between them and their environment, and when necessary, to support a dignified death. Professional nursing has both theoretical and practice components. Nursing's body of knowledge incorporates biological, behavioral, and humanistic principles. The practice component is characterized by critical thinking, scientific inquiry, and effective interpersonal and psychomotor skills. Nurses function independently and interdependently in a variety of roles and are ethically and legally accountable for the quality of nursing care they provide.

The faculty believes that professional nursing education, built upon a foundation of liberal arts and the biological and social sciences, guides the learner to attain competencies required to practice professional nursing. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as specialists in nursing practice. Nursing education respects the uniqueness of the learner and encourages commitment, accountability, leadership, self-awareness, and continued professional development.

Admission for Basic Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing. Transcripts from all post-secondary schools attended must be submitted with the application.

Minimum Criteria for Admission:

1. Overall grade point average above 2.0
2. A grade of "C" (2.0) or better in each of the following courses: BIO 271, 277, 280; HDF 211; NUR 210, 220; PSY 121; SOC 335 or HDF 212
3. No more than two of the above prerequiste courses may be repeated to attain a grade of "C" (2.0) or better. Prerequisite courses may be repeated only one time.
4. Admission to the upper division is contingent upon receipt of a satisfactory evaluation signed by the student's physician of the applicant's physical and emotional health to provide nursing care. Forms will be sent to the applicants during the spring semester and must be completed and on file in the School of Nursing by the following August 1.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nurs-

ing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

RN's interested in completing the BSN degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 hours required for graduation. The Registered Nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 semester hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a "C" (2.0) or better in NUR 370 and 371 and a passing rate for the special examinations to be admitted into the 400-level nursing courses. Registered nurse students must provide evidence of graduation from a basic nursing program prior to enrolling in NUR 370 and 371, and current, active, unrestricted N.C. licensure prior to admission to the 400-level courses. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

1. A student must earn a grade of "C" (2.0) or better in all required nursing courses at the 300-level before proceeding to the 400-level courses, and must earn a grade of "C" (2.0) or better in all required 400-level courses in order to graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Only one nursing course may be repeated in the nursing major. A nursing course may be repeated only once to attain a grade of "C" (2.0) or better.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of "F".

Appeal Procedure Related to Progression Policies

Students who fail to meet the progression policies because of extenuating circumstances may petition the Admission and Progression Committee for consideration of their eligibility to continue in the major. Responsibility for initiating the appeal process and presenting evidence of extenuating circumstances lies with the student.

General Information

1. Nursing majors are required to purchase uniforms - estimated cost is $150. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Students will be charged for costs associated with course activities, including the cost of liability (malpractice) insurance (required for students in any clinical course), end of program diagnostic or assessment tests, and junior level lab kits.
3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Students admitted to the major must provide evidence of the following by August 1 (forms will be sent to students earlier in the summer):
   a. a tuberculin Mantoux skin test (or chest x-ray if skin test is positive) - annual requirement.
   b. a tetanus toxoid immunization - every ten years.
   c. Rubella and Measles evidence as required by the University.
   d. History of Mumps or Mumps immunization.
   e. Evidence of chicken pox immunization or positive titre.
   f. Completion of the first Hepatitis B immunizations. By the start of the second year of clinical, completion of the Hepatitis B series.
   g. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.
5. Students admitted to the major must provide evidence that they are certified to perform cardiopulmonary resuscitation (CPR), and must be certified annually.
6. Registered Nurse students are responsible for the items listed under "General Information" on the preceding page, with the following modifications:
   a. Registered Nurses are not required to purchase uniforms, but must wear identifying name tags and lab coasts or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
   b. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization forms should stop by the Advising Center of the School of Nursing to obtain the forms.
   c. Registered Nurses must have current CPR certification.
7. Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.
8. Substitutions for prerequisite courses may be made with prior approval from the School of Nursing.
9. Qualified students are encouraged to take Honors courses in the arts and sciences.
10. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for BIO 111 which is prerequisite for BIO 271, 277, and 280.
11. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 (fall semester) prior to taking CHE 104 and 110 (spring semester).
12. Placement in a student's first 100-level mathematics (MAT, CSC, or STA) course is determined by a required placement exam.

13. The pre-licensure BSN program is designed to be completed in 8 semesters (4 academic years) of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend summer school. Depending on the number of transfer hours a student brings to UNCG, Registered Nurses may be able to complete the program in 3 semesters of full-time study, but part-time study is also available.

Policies for Nurses

Policy on Unsafe Practice

The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitutes familial person, another student, a faculty member, or other health care provider.

I. Student Awareness

All students are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications.

II. Definition

An unsafe practice is defined as:

a. an act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of Chapter 90 of the North Carolina General Statutes (NCGS 90-171.37; 90-171.44)

b. an act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses' Association

c. an act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another students, a faculty member or other health care provider

d. an act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

III. Investigation and Evaluation of an Unsafe Practice

When an incident occurs which a faculty member believes may constitutes an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Division Chair within the School of Nursing.

The Course Chair and/or Division Chair will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Course Chair or Division Chair may require remedial work or instruction for the students.

If the incident is major, the Course Chair or division Chair, in consultation with the involved faculty member, will review the student's clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to dismiss the student from the School will be made.

The Dean will be informed of the decision and will send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Admission and Progression Committee. The Division Chair will provide the accumulated correspondence or documentation related to the issue to the committee.

IV. Hearing Process

The Chair of the School of Nursing Admission and Progression Committee will thereafter notify the student, the faculty member, Course Chair, and division Chair as to the time and place for a hearing.

The Committee will hold a closed hearing within ten (10) days of receipt of the request for an appeal, at which time the faculty member, Course Chair, and division Chair may be present and provide documentation and other oral or written evidence regarding the incident. The student may be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support persons at the hearing.

Following the factual presentation, the Committee will convene in executive session to review the actions taken against the student for unsafe practice and to make a recommendation regarding the resolution of the incident. The Committee will base its recommendation on the evidence presented at the hearing.

The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend the following remedies: support for the action take, remedial work or instruction, a reprimand, withdrawal from the course, or dismissal from the School of Nursing.

V. Post-Hearing Process

The Dean may accept or reject the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the decision made.

Dismissal from the School of Nursing does not constitute dismissal from the University.

A student who has been dismissed may reapply for admission to the School of Nursing. The application will be reviewed by the School of Nursing Admission and Progression Committee.

Graduate students in the School of Nursing should refer to the current *Graduate School Bulletin* for the "Policy on Unsafe Practice" for graduate students.

Policy on Dismissal of Students Who Present Physical or Emotional Problems That Do Not Respond to Treatment

Students can be dismissed from the School of Nursing for Physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

I. Investigation and Evaluation

When faculty members identify a student that presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling, they immediately suspend the student from the course. Faculty notify the Course Chair and/or Division Chair within the School of Nursing Upon determination by the faculty, Course Chair, and Division Chair, that they physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified. The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding dismissal of the student from the School of Nursing. The Dean will send written notification of the decision to the student. Should the student wish to appeal the decision the student will submit a written request to the School of Nursing Student Admission and Progression Committee. The Dean will provide the accumulated correspondence or documentation related to the issue to the committee.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean.

II. Hearing Process

The chairperson of the School of Nursing Student Admission and Progression Committee will thereafter notify the student, the faculty member, the Course Chair, and Division Chair as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The committee will hold a closed hearing within ten days at which time the faculty member, Course Chair, and Division Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given opportunity to provide documentation and other oral or written evidence regarding the problem.

The student will e allowed an advocate/support person at the hearing.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

III. Post-Hearing Process

The Dean may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the determination.

Dismissal from the School of Nursing does not constitute dismissal from the University.

A student who has been dismissed may reapply for admission to the School of Nursing under the provisions published in the *Undergraduate Bulletin*. Graduate Students in the School of Nursing should refer to the current *Graduate School Bulletin* for the "Policy on Dismissal of Students Who Present Physical and/or Emotional Problems that do not respond to Treatment" for graduate students.

Tuition and Financial Aid

Detailed information about tuition, financial aid application procedures, and undergraduate scholarships can be found in Part 3.

Nursing Major (Bachelor of Science in Nursing)

Required: 122 semester hours

REQUIREMENTS

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Nursing Major are indicated below:

		Sem Hrs
1.	Analytic and Evaluative Studies (AE) **Required:** PHI 121 or 220	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** STA 108	3
6.	Natural Science (NS) **Required:** BIO 111; CHE 104 and 110L	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 121; SOC 101	6
10.	World Literature (WL)	3
11.	AULER Electives **Required:** HDF 211; NFS 213	6

See pp. 44-45 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. NUR 210, 220, 310, 320, 340, 360, 380, 410, 420, 430, 440
2. BIO 271, 277, 280; SOC 335 or HDF 212.

Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above, with the exceptions of PHI 121 or 220, STA 108, NFS 213, and electives, should be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most course requirements completed prior to entering the upper division major.

Course Requirements for Special Student Populations

Licensed Practical Nurse Students seeking a BSN:

Same as for the BSN program outlined above, with the following exception:

May earn credit (4 s.h.) for the following course by examination: NUR 210.

Students pursuing the BSN as a second degree:

1. Satisfactory completion of courses in anatomy and physiology, NUR 210, and NUR 220 prior to entering the upper division major. Second degree students must also apply for admission to the upper division major.
2. Completion of other University requirements for the degree.
3. Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 420, 430, 440).

Registered Nurse Students seeking a BSN:

1. Satisfactory completion of NUR 370 and 371.
2. May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380. The cost of taking the exams one time is approximately $150. There is an additional charge to the student for posting credit to the transcript.
3. Satisfactory completion of NUR 470, 471, 472, one NUR elective, and one other elective, approved by the advisor. Example nursing electives include NUR 330, 345, 405, and 500-level nursing courses.
4. Completion of the AULER requirements (see pp. 44-45 of *Bulletin*).
5. Completion of sufficient electives to earn a minimum of 122 semester hours.
6. Completion of other University requirements for the degree.

HONORS IN NURSING

Requirements

Nine to 12 semester hours to consist of:

- 3 hours of NUR 493
- 6 hours of NUR 440 (or 3 hours Nursing Elective for RNs)
- 3 hours of HSS 490 (Senior Honors Project)

Qualifications

- Enrollment in and successful completion of the University Honors Program
- Declared Nursing Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in Nursing" will be printed on the student's official transcript.

NURSING COURSES (NUR)

For Undergraduates

110 Introduction to Nursing: Academic Preparation and Professional practice (2:2). Pr. Freshman pre-nursing major or permission of course faculty.
Introduction to professional nursing practice with an emphasis on development of academic skills and knowledge of learning resources related to the nursing major. (FA,SP)

210 Concepts in Nursing (4:3:3). Pr. sophomore standing; overall GPA over 2.0.
Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. (FA)

220 Nursing Assessment of Well Individuals (4:3:3). Pr. completion of BIO 271 or 277; overall GPA over 2.0. Corequisite: concurrent enrollment in BIO 271 or 277, whichever has not been completed.
Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information. (SP)

***310 Nursing Care of Individuals with Psychosocial Problems (5:3:6). Pr. NUR 210, 220.**
Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings.

***320 Nursing Care of Adults: Common Physiological Problems (5:3:6). Pr. NUR 210, 220.**
Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings.

330 Health of Women (3:3).
Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Elective credit for nursing majors.) (Same as HEA 333)

***340 Nursing Care of the Developing Family (5:3:6). Pr. NUR 210, 220.**
Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children.

345 Basic Health Management of Children (3:3). Pr. HDF 211.
Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.

***360 Nursing Care of the Emerging Family (5:3:6). Pr. NUR 210, 220.**
Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns.

370 Concepts of Professional Nursing (3:3:0).
Study of basic concepts in professional nursing.

371 Nursing Health Assessment (2:1:3).
Study of the assessment of individuals over the life span. Laboratory activities promote the develoment of nursing assessment skills.

380 Nursing Skills (2:1:3). Pr. 210 and 220.
Introduction and practice of nursing skills necessary for care of clients in clinical settings.

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

405 Pharmacology in Nursing (3:3). Pr. admission to the School of Nursing or permission of instructor.
Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology.

***410 Nursing Care of the Community of Older Adults (6:3:9). Pr. NUR 310, 320, 340, 360, or equivalent.**
Nursing care of older adults: theories of aging, physiological/ psychological functioning, impact of developmental changes, illness, and dysfunction. Clinical activities in agencies where care is provided for older adults.

***420 Nursing Care in the Community (6:3:9). Pr. NUR 310, 320, 340, 360, or equivalent.**
Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. Clinical activities in community health agencies.

***430 Nursing in Complex Organizations (6:3:9). Pr. NUR 310, 320, 340, 360, or equivalent.**
Nursing care of groups in complex acute-care settings. Emphasis on nurse's role in research, team membership, and professional growth. Clinical activities encourage development of basic leadership and organizational skills.

***440 Nursing Practicum (6:1:15). Pr. NUR 410, 420, 430.**
A concentrated seven and one-half week practicum in a clinical area of the student's choice. Students simulate role of the employed graduate under the guidance of a selected nursing preceptor. (SP)

***470 Community Health Nursing Concepts and Care (5:3:6). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.**
Nursing care of individuals, families, and groups within the community settings. Focus on implementation of community health nursing services. Clinical activities in a variety of community health agencies.

***471 Nursing Care of the Older Adult (5:3:6). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.**
Nursing care of older adults considering theories of aging, developmental, physiological/psychological functioning, common health problems, and resources. Clinical experiences in a wide variety of agencies involving older adults.

472 Nursing Research and Leadership (3:3). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.
Professional nurse's role in applying principles of research, leadership, and management in health care organizations.

492 Independent Study (1-3:1-3). Pr. approval must be granted by a nursing faculty member prior to registration. • ***May be repeated for credit.***
Guided readings in nursing as an individual project designed with a focus on the nursing profession and/or nursing practice. Course offering is dependent on faculty availability.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • ***May be repeated for credit if the topic of study changes.***

For Advanced Undergraduates and Graduate Students

505 Computer Applications in Nursing (3:2:3). Pr. Basic understanding of microcomputers or permission of instructor. • ***Not recommended for Nursing Administration majors.***
An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

540 Budget Development and Analysis of Nursing Services (3:3).
An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

541 Nursing Case Management (4:2:6, Post baccalaureate Certificate; 3:2:3, MSN). Pr. licensure as a Registered nurse.
Theory and practice of nursing case management in health related agencies. (FA/SP)

550 Pathophysiology for Advanced Nursing (3:3).
The physiological changes across the life span and common pathophysiological mechanisms.

551 Instructional Media and Technology in Nursing Education (3:3).
Selection/development, use, and evaluation of instructional media and technologies in schools of nursing, nursing staff development, and patient education. (FA/SP)

562 Advanced Nursing Leadership Role (3:3).
Development of the leadership and management roles in specialized areas of advanced nursing practice.

563 The Aged Developmentally Disabled (3:3). Pr. Undergraduate level psychosocial nursing course or special education courses and permission of the instructor.
Healthcare needs of older developmentally disabled persons. Holistic model incorporating the belief that developmentally disabled can continue to learn as they age.

564 The Elderly Mentally Ill Client (3:3). Pr. Undergraduate level psychosocial nursing course or equivalent course and practicum.
A holistic approach to nursing practice with the elderly mentally ill using theories of psychological functioning, and socio-economic conditions.

580 Psychoneuroimmunological Aspects of Nursing (3:3). Pr. senior or graduate status in nursing or permission of instructor.
Emerging mind-brain-body interactions. Information transmission among the mind, neuroendocrine and immune systems related to nursing.

589 Experimental Course: Theory and Applications of Systems of Care (3:3). Pr. must have senior or graduate status, or permission of instructor.
Investigation of system of care for families based upon core values and principles that infuse all aspects of service planning/delivery. Students develop competencies in a family-centered approach, partnerships with clients, community-based services, respect for cultural diversity, and facilitation of interagency collaboration. (Same as CED, CUI, DCE, ESS, HDF, LES, MUS, PSY, HEA, SWK 589/711) (Offered SU98)

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

Part 6
Special Academic Programs

Special Degree Programs—

Medical Technology Program

Director: Dr. Robert E. Cannon, Department of Biology, 312 Eberhart Building

Coordinator: Reta Beck, Department of Biology, 322 Eberhart Building

UNCG students interested in medical technology have two programs of study from which to choose:

1. A program leading to the Bachelor of Science in Medical Technology.

2. A program which includes receipt of a BA or BS with a major in either Biology or Chemistry and the completion of an additional 12 months of study in a School of Medical Technology which has been approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS).

Because the recommended courses of study for both programs are essentially the same during the first year, students do not have to make a choice of programs until the end of the freshman year. Students in either program should complete the following courses during their freshman year or during the subsequent summer session: BIO 111, 112 and CHE 111, 112, 114, 115.

Medical Technology Major (Bachelor of Science in Medical Technology)

Students pursuing this degree program complete a minimum of 94 semester hours at UNCG and then complete 12 months of study at one of the affiliated Schools of Medical Technology. The BSMT is awarded only after successful completion of the final year of study at one of the three affiliated clinical schools listed below. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion of the 94 semester hours at UNCG does not guarantee acceptance into the 12-month Medical Technology program at one of the affiliated hospitals. Students should apply for admission to an affiliated hospital school early in their junior year at UNCG. A student must have attained a GPA of at least 2.5 to be considered for admission by the hospital programs.

REQUIRED: 124 SEMESTER HOURS, INCLUDING

- 94 SEMESTER HOURS AT UNCG
- 30 SEMESTER HOURS AT THE SCHOOL OF MEDICAL TECHNOLOGY AT ONE OF THE FOLLOWING:

  Moses H. Cone Memorial Hospital, Greensboro, N.C.
  Baptist Hospital - Wake Forest University School of Medicine, Winston-Salem, N.C.
  Carolinas Medical Center, Charlotte, N.C.

College of Arts and Sciences Liberal Education Requirements (CLER) (48-49 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

CLER Requirements		Sem Hrs
1.	Analytic and Evaluative Studies (CAE)	3
2.	British or American Literature (CBL)	3
3.	Fine Arts (CFA)	3
4.	Historical Perspectives on Western Culture (CHP/CPM or CHP/CMO)	3*
5.	Mathematics (CMT)	3
6.	Natural Science (CLS and CPS)	9-10
7.	Non-Western Studies (CNW)	3
8.	Reasoning and Discourse (CRD)	6
9.	Social and Behavioral Sciences (CSB)	6*
10.	World Literature (CWL)	3
11.	Foreign Language	6**

*These areas reflect exemptions approved by the College of Arts and Sciences for this program as follows: Historical Perspectives on Western Culture (CHP), 3 hours exempted and 3 hours required; and Social and Behavioral Sciences (CSB), 3 hours exempted and 6 hours required. Only students in the BSMT program are granted these exemptions.

**The Foreign Language requirement can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background.

See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. BIO 111, 112, 277, 355 or 392, 481, 483.
2. CHE 111, 112, 114, 115, and one of the following options:
   (a) CHE 205 + 206 and 331 + 333
   (b) CHE 351, 352, 354
   (c) CHE 351 and 331 + 333
3. MAT 119 or 120 or 121 or 191 or 292 (MAT 191 is a prerequisite for MAT 292).
4. PHY 211, 212 and 251, 252 labs; or 291, 292 and 251, 252 labs; or 205 and 205L.

Electives

Electives sufficient to complete total semester hours required for degree. See below for suggested electives.

Note: The BSMT program must include these minimum requirements: 16 semester hours in approved biology courses including a course in microbiology and immunology (BIO 481 fulfills both of these requirements); 16 semester hours in chemistry including one semester of organic chemistry; 3 semester hours in college level mathematics; and 3 semester hours in physics.

Suggested Sequence for the BSMT Student

Course	*Hrs*
Freshman year— 1st Semester	
CPM or CMO	3
CHE 111	3
CHE 112	1
BIO 111	4
CSB	3
ESS	1
Total hrs	**15**
Freshman year—2nd Semester	
CMT (Math)	3
CHE 114	3
CHE 115	1
BIO 112	4
CRD or FMS or RCO	3
Total hrs	**14**
Sophomore year— 1st Semester	
Foreign language*	3
CAE	3
CHE 205 & 206	4
BIO 355 or 392**	3
CFA	3
Total hrs	**16**
Sophomore year—2nd Semester	
Foreign language	3
BIO 355**	3
BIO 277	4
CWL	3
CRD	3
Total hrs	**16**
Junior year— 1st Semester	
CHE 331	3
CHE 333L	1
CSB	3
BIO 481	4
CBL	3
Elective	3
Total hrs	**17**
Junior year—2nd Semester	
PHY205, 205L	4
BIO 483	3
Elective	3
CNW	3
Elective	3
Total hrs	**16**
Total Hours for Program	**94**

* Foreign language is "at appropriate level." If starting a new language, 101-102; if continuing a language, 203-204.

** Either BIO 355 or BIO 392 must be taken in the sophomore year in order to take BIO 481 and BIO 483 (which have a prerequisite of one of these courses) in the junior year. Both BIO 355 and 392 are taught in the Fall semester; BIO 355 is also taught in the Spring semester.

Suggested electives

BIO 472 (Functional Microscopic Anatomy)

BIO 535 (Biochemistry)

BIO 583 (Virology) or 584 (Immunology) — alternate years

BIO 594 (Biotechnology)

A statistics course, a management course, a computer course

Students must take four Writing Intensive courses, including one at the lower level, one at the upper level, and one in the major (BIO 111 and 112 labs and BIO 481 are Writing Intensive).

Clinical Year

During the 12 months in a clinical program at an affiliated hospital, students in the BSMT program earn 30 semester hour of credit from among the following course areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology); Biochemistry and Isotopes; Clinical Microscopy; Hematology and Immunology; Blood Bank; Cytology and Cytogenetics; Basic Electronics, Instrumentation, and Computer Technology; Ethics and Laboratory Management; and Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds.

Because the course requirements for the BSMT are so complex, students in the program must confer with their assigned faculty advisor at least once each semester. Students in the program should schedule an appointment with their faculty advisor in the Spring Semester of their Sophomore year to review their transcript and GPA; at that time, the advisor will offer an assessment of the student's progress and competitive position for admission to a hospital program for the clinical year. Any student who is undecided about which program to pursue (BSMT or BA/BS in Biology/Chemistry plus a year of clinical study) should consult an advisor who can recommend courses within the curriculum that would minimize the time needed to switch from the BSMT to the BA or BS in Biology or Chemistry.

BIOLOGY OR CHEMISTRY MAJOR PLUS A YEAR OF CLINICAL STUDY

Students electing this program earn a Bachelor of Arts or Bachelor of Science with a major in either Biology or Chemistry from UNCG. During their final year at UNCG they apply for admission to a School of Medical Technology approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) for their final year of study.

Students electing this program must take the same subjects listed as major requirements for the BSMT program. They must consult with the head of the department in which they are majoring or their faculty advisor in selecting other courses necessary to fulfill the BA or BS requirements.

Eligibility for certification, registration, or licensure does not come until the student completes the final year of clinical training in a NAACLS-approved School of Medical Technology.

Women's Studies Program

Coordinating Council Members

Jacquelyn W. White, Director, Women's Studies Program, Department of Psychology
Marilyn May Lombardi, Associate Director, Women's Studies Program, Department of English
Bonnie T. Yarbrough, Associate Director, Women's Studies Program, Department of Business Administration
Frances C. Arndt, Director of Residential College
Denise N. Baker, Department of English
Jodi Bilinkoff, Department of History
Kenneth L. Caneva, Department of History
Laura A. Chesak, Department of Romance Languages
Ruth H. DeHoog, Department of Political Science
Kathleen Forbes, Director of Liberal Studies Program, Division of Continual Learning
Mary Ellis Gibson, Department of English
Diane L. Gill, Department of Exercise and Sport Science
Bruce Kirchoff, Department of Biology
Gail McDonald, Department of English
Martha R. McEnally, Department of Business Administration
Elizabeth J. Natalle, Department of Communication

Faculty members affiliated with the Women's Studies Program are housed in departments throughout the College of Arts and Sciences and the Schools. Interested students should contact the program director, Jacquelyn White.

Women's Studies Major (Bachelor of Arts)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 49-50 for a complete description of the College requirements and pp. 44-45 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 hours above the 100-level.

Core Content (18 hours)

The following courses are required of all majors:

WMS 250, 333, 350; HIS 328 or 329; ENG 331; one Social & Behavioral Science course chosen from the following: HDF 407, 502, PSY 346, SOC 329

Additional Electives (12-18 hours)

Students choose 12-18 additional hours from among the following courses (if not taken to fulfill core requirements):

ATY 550; CST 559; ENG 531; ESS 532; HDF 407, 502; HEA 260, HEA 333/NUR 330; HIS 304, 359, 328, 329; PSC 335, 336; PSY 346; REL 309, 310; SOC 354/MGT 354, SOC 329; WMS 400*, 450.

*Only two Independent Studies equivalent to six credit hours may be taken toward the Women's Studies major.

Women's Studies Minor

A minimum of 18 semester hours is required.

WMS 250 and 350 are required courses for the minor.

Students take four additional courses distributed across the following categories, so that no more than two courses are taken within any one category. (Substitute courses are permitted with consent of the Director.)

Category A. Social and Behavioral Science Courses:
ATY 550; HDF 407, 502;
PSC 335, 336; PSY 346; SOC 329, 354

Category B. Humanities Courses:
CST 559; ENG 331, 531; HIS 304, 328, 329, 359; REL 309, 310; WMS 333

Category C. Professional Courses:
ESS 532; HEA 260; MGT 354; NUR 330/HEA 333

Women's Studies Courses (WMS)

For Undergraduates

250 An Introduction to Women's Studies: The American Woman (3:3).
A multidisciplinary introduction to the study of images, roles and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them.

333 Women in Non-Western Cultures (3:3).
Explores problems and opportunities for women in non-western cultures, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives. *[NW, CNW].*

350 Introduction to Feminist Theories (3:3).
Explores and evaluates feminist theories in a socio-historical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought. *[AE, CAE].*

400 Independent Study (1 to 3). Pr. consent of sponsoring instructor. • *May be repeated once for credit.*
Intensive independent study of specialized topics.

450 Topics, Seminar in Women's Studies (3:3). • *May be repeated for credit when topics vary.*
An in-depth study of a selected topic or topics in Women's Studies involving directed reading and research. Category credit varies.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

Special Programs in Liberal Studies

The College offers four programs of focused interdisciplinary study, each of which is firmly grounded in the liberal arts. These programs, designed and administered by faculty committees, are listed below.

In addition, when existing programs in the liberal arts do not meet certain academic needs, students may petition to pursue an interdisciplinary major that they design, in consultation with relevant faculty. Students interested in pursuing this possibility should first discuss it with relevant faculty and then consult with the Associate Dean of the College (Room 100, Foust Building). If the request seems justifiable, a faculty committee is appointed to work with the student in developing a program in an academically feasible and coherent manner. Upon the approval of that faculty committee and the Associate Dean, a self-designed interdisciplinary program of study is established as a major for the student, a faculty advisor is appointed, and the Director of Student Academic Services and the University Registrar are notified.

The Programs include:

African American Studies (minor only)

Archaeology (major)

International Studies:

- **Area I: A Global Approach to International Development (major or minor)**
- **Area II: Inter-Cultural Studies (major or minor)**
- **Area III: Regional Studies**
  - **Russian Studies (major or minor)**
  - **European Studies (second major or minor)**
  - **African Studies (minor)**
  - **Asian Studies (minor)**

Linguistics (major)

As with other programs, students must meet the liberal education requirements of the College of Arts and Sciences. See pp. 43-44 and 47 for a detailed listing of courses meeting each area requirement.

African American Studies Program

Committee Members

Frank Woods, Director, African-American Studies Program
Willie L. Baber, Department of Anthropology
Jeutonne Brewer, Department of English
Kathleen Casey, School of Education
Michael Cauthen, Lecturer, African American Studies Program
Mary V. Compton, Department of Communication
George Dimock, Department of Art
Mary P. Erdmans, Department of Sociology
SallyAnn H. Ferguson, Department of English
Colleen Kriger, Department of History
Carolyn Moore, Department of Social Work
Deborah Pelli, Department of Biology
Lenora Richardson, School of Nursing
Pamela A. Wilson, Minority Student Affairs

Mission Statement

The African American Studies Program is committed to sustaining an academic environment in which African American students and students of every race or ethnicity are motivated to develop to their full potential. Through interdisciplinary courses, the students can achieve an informed appreciation of the history and socioculture of persons of African descent, as well as the history and socioculture of others. Set in an urban institutional environment, the Program offers students an array of scholastic and experiential opportunities. The Program contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. African American Studies nurtures intellectual curiosity, tolerance, and commitment to the ideals of social justice and equality, attributes prized by the University community and society at large.

The program has several objectives:

1. To promote the teaching and learning about the history and experience of blacks in American society as an integral part of the University experience.
2. To add a vital humanistic dimension to the liberal arts undergraduate experience of students in the university by enabling all students, black and white, to learn how blacks have exerted an indelible impact on American society and to assist black students in learning more about their history and background.
3. To provide a global perspective to the University community by presenting students with various opportunities to engage in courses which promote learning about the culture of Africa, individuals in Africa and African diaspora countries.
4. To provide a learning environment for students through courses and activities that develop research, writing, critical thinking and effective communication.
5. To establish and maintain the interdisciplinary nature of the program by offering courses from other departments which reflect and support the major objectives of the program.

Students who wish to propose a Special Program in Liberal Studies minor in African American Studies should contact the Director of African American Studies. The Director or members of the Committee will advise the student in the selection of courses to constitute the minor.

The undergraduate courses listed below focus almost entirely on issues, areas of knowledge, and concerns related to the black experience.

Special Programs in Liberal Studies—African American Studies Minor

Required courses: AFS 100 and 210

Twelve additional hours to be selected from the following courses: AFS 200, 305; ATY 325, 335; DCE 215, 315; ENG 315, 374, 376; HIS 203, 204, 301, 302, 303, 304, 306, 502, 581, 587; MUS 214, 344; PSC 391; REL 131, 351; SOC 227; Residential College courses with appropriate content and focus. Recently, HIS 203, 204, 301, 302, 502 and MUS 214 and 344 have been approved to be cross-listed with African American courses.

African American Studies Courses (AFS)

For Undergraduates

100 Blacks in America (3:3).
Introduction to African-American culture through an historical and social perspective. *[HP, CHP-CMO]* (FA,SP)

200 African American Art History (3:3).
The development of African American art placed within the context of mainstream American art and the history of the blacks in this country.

210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3).
Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market. *[SB, CSB].*

305 Special Topics in African American Studies (3:3). Pr. 100 or permission of instructor. • *May be repeated once for credit when topic varies.*
An in-depth study of a selected topic or topics in African American Studies involving directed reading and research. (FA/SP)

400 Independent Study (1-3). Pr. permission of Director of African American Studies and faculty mentor.
Intensive independent study on special topics related to the African American experience. (FA,SP,SU)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 225). • *May be repeated for credit if the topic of study changes.*

Archaeology Program

Committee Members

Jeffrey S. Soles, Chair, Archaeology Program, Department of Classical Studies
Brad Bartel, Department of Anthropology
Joseph B. Mountjoy, Department of Anthropology
Jeffrey C. Patton, Department of Geography
Mary Kaye Sandford, Department of Anthropology
Roy Stine, Department of Geography

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

Special Programs in Liberal Studies Major—Concentration in Archaeology (Bachelor of Arts)

Required: 122 semester hours

Major Requirements

Minimum 30 semester hours distributed as follows.

1. **Core Requirements (12 hours)**
   ATY 258 World Prehistory
   ATY 360 Modern Archaeology
   CCI 211 Introduction to Classical Archaeology (Greece)
   CCI 212 Introduction to Classical Archaeology (Rome)
2. **Area Requirements (6 hours with 3 from each category)**
   Old World Archaeology:
   ATY 501 Selected Topics in Anthropology (European Archaeology)
   CCI 312 The Art and Archaeology of Egypt
   CCI 313 Archaeology of the Aegean
   CCI 314 Ancient Cities
   New World Archaeology:
   ATY 462 Archaeology of the Southeastern United States
   ATY 533 Archaeology of Mexico
3. **Analytical Methods and Techniques (6 hours with no more than 3 from ATY 378, ATY 478, CCI 401)**
   ATY 378 Historical Archaeology Field Techniques
   ATY 478 Field Methods in Archaeology
   ATY 479 Analysis of Archaeological Data
   ATY 553 Human Identification
   CCI 401 Archaeological Practicum
   GEO 314 Physical Geography: Landscape Processes
   GEO 323 Air Photo and Remote Sensing
4. **Electives (6 hours from any of the above courses or the following related courses)**
   ART 201 Ancient Art
   ART 281 Ceramics I
   ART 285 Photography
   ATY 213 Cultural Anthropology
   CCI 450 Internship in Classical Studies
   GEO 321 Cartography
   HIS 220 The Ancient World
   PHI 325 Introduction to the Philosophy of Science

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

Archaeology Minor

A minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements.

International Studies Program

Committee Members

Robert Griffiths, Director, International Studies Program
Julie Brown, Department of Sociology
Roberto Campo, Department of Romance Languages
Betty Carpenter, Residential College
James Cooley, Department of History
William Crowther, Department of Political Science
Keith Debbage, Department of Geography
Frank Land, Department of Business Administration
Charles Orzech, Department of Religious Studies
Mark Schumacher, Jackson Library

Rationale and Course Content

The International Studies program focuses on international issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the program are to enrich, complement, and coordi-

nate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important. All students must take two core seminars: INS 233 and INS 400. INS 400 may be taken twice — once in the junior year (as INS 400a) and once in the senior year (as INS 400b). Students participating in International Studies Program are strongly encouraged to study abroad as an integral part of their undergraduate education.

Students participating in International Studies with a major, second major, or minor choose one of three areas of concentration:

I: Global Affairs and International Development (major or minor): A study of interdependence among peoples, governments, and nations of the world as problems of progress or survival bear on the future of the entire planet. May focus on socioeconomics and political change as they affect relationships between nations.

II: Inter-Cultural Studies (major or minor): A study of the common, yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.

III: Regional Studies: Study of the languages, peoples and nations of four specific regions.

a. Russian Studies (major or minor)
b. European Studies (second major or minor)
c. African Studies (minor)
d. Asian Studies (minor)

In all areas of concentration, the course of study includes completion of a modern foreign language (which must be Russian in the case of Russian Studies) through one year above the intermediate level, the two core seminars (INS 233 and INS 400), and additional courses selected according to the student's special interests in consultation with the Director of the Program. In declaring a major, second major, or minor, the student will file a Plan of Study, signed by the Director, with the Office of Academic Advising. This Plan will be used to determine whether the requirements of the program have been satisfied. Students whose particular interests are not satisfactorily addressed by the areas of concentration listed above may design a coherent plan in a different area, in consultation with the Director of International Studies Program.

Special Programs in Liberal Studies Major— Concentration in International Studies (Bachelor of Arts)

Required: 122 semester hours

Major Requirements

27 semester hours above the 100 level. To complete a second major, at least 12 semester hours must be taken outside the major in which the first major is obtained.

		Sem Hrs
A.	**Foreign Language Requirements** One year beyond the intermediate level of a modern foreign language	6
B.	**Core Courses** INS 233A or 233B INS 400A or 400B	6
C.	**Additional courses** To be selected from the following categories, with no more than two courses from any one category: 1. **Arts and Literature:** Any course in the Arts and Literature with a focus (1/2 or more) on international materials (i.e., excluding the United States), or any course reading literature in a foreign language above the 200 level. 2. **Society and Politics:** Any course with a primary focus on international social, historical, and political issues. 3. **Economics and Environment:** Any course with a primary focus on international dimensions of economics and on environmental issues. 4. **Belief Systems:** Any course with a primary focus on ideological, religious, or philosophical issues and their international impact. INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester	15

International Studies Minor

18 semester hours above the 100 level

A.	**Language Requirements** One year beyond the Intermediate level of a modern foreign language.	6
B.	**Core courses** INS 233A or 233B INS 400A or 400B	6
C.	**Additional courses** To be selected from the same categories listed above under Major Requirements, with no more than one course from any one category.	6

International Studies Courses (INS)

For Undergraduates

233A, 233B [1] **International Studies Seminar (3:3).** • *Required for majors.*
Interdisciplinary seminar designed to introduce students to substantive concerns of International Studies and the methods of investigation employed in it. An effort is made to increase student awareness of global problems through library research, interviews, and field trips. *[233a fulfills NW, CNW].*

333 Selected Topics: International Studies (3:3). • *Required for majors.*
An advanced level course usually offered once a year concentrating on specific topics of international concern. The content of this course may grow out of materials explored initially in INS 233. The faculty welcomes and encourages student suggestions in planning INS 333.

400A, 400B Seminar in International Studies (3:3), (3:3). Pr. must be in the International Studies program or obtain the consent of the instructor to enroll. • *Required for all majors in International Studies Program.* • *Maximum credit 6 hours.*
Interdisciplinary seminar dealing with contemporary problems in international affairs. 400a in junior year; 400b in senior year.

Linguistics Program

Committee Members

William Coleman, Chair, Linguistics Program, Department of Anthropology
Jeutonne Brewer, Department of English
Mary V. Compton, Department of Communication
Brenda Cox, Department of Curriculum and Instruction

Linguistics exists as a major and a minor in Special Programs in Liberal Studies. The goal of Linguistics is to provide students with a very broad back ground in the formal study of language and, in particular, how linguistics articulates with other disciplines in the humanities and social sciences. Students in linguistics have many opportunities to study formal linguistic analysis as well as traditional disciplines of rhetoric, philosophy, sociolinguistics, psycholinguistics, philology, and nonverbal communication. A Linguistics major is a liberally educated individual who is prepared for graduate work in several disciplines as well as further study for careers in teaching, especially in language arts, foreign languages, and communication studies. Linguistics effectively serves as a second major for majors in anthropology, speech and language pathology, English, communication studies, a foreign language, and education of deaf children. Linguistics majors who also double major in English, French, Spanish, and education of deaf children may also pursue "A" licensure in these areas as well as licensure in teaching English as a second language.

Special Programs in Liberal Studies Major— Concentration in Linguistics (Bachelor of Arts)

Required: 122 semester hours

Major Requirements

Minimum 24 hours above the 100-level including the following core courses:

ATY 387; CSD 308 or EDC 240; ENG 321; PHI 310

Remaining courses to complete the major are to be chosen from the following electives: ATY 385, 585, 587; CSD 306; CST 502; CUI 525; ENG 260, 261, 510, 513, 553; FRE 411; SPA 416

Credit toward the major may also be received for special topics courses when a research project or paper is specifically related to the study of language, and the topic is approved by the student's faculty advisor in linguistics. Students are encouraged to study other languages including sign language for the deaf and non-western languages.

Linguistics Minor

The minor in Linguistics consists of a minimum of 15 hours above the 100 level. Of these, 9 hours must be chosen from the core courses. The additional hours may be chosen from any of the courses listed above.

Accelerated Masters Program for Undergraduates— BA in Linguistics and MA in English (Teaching Composition Plan)

The accelerated program in Linguistics/English provides the opportunity for a student to complete a BA in Linguistics (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in English.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 14-15 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Linguistics program as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Linguistics/MA in English

		Hrs	Redc Hrs
A.	**College Liberal Arts Component (61 hrs max)** See additional CLER area requirements and available AP credit on p. 49.	42-55	
	Special CLER area requirement for this program:		
	Reasoning & Discourse (RD)— *required: ENG 101, RCO 101 or FMS 103 and PHI 211 (see B below)*	6	-3
	Maximum hours	48-61	
	Total Hours (reduced)	45-58	(-3)
B.	**Linguistics Major Requirements (24 hours)**		
1.	ATY 387		3
2.	CSD 308 or EDC 240		3
3.	ENG 321		3
4.	PHI 211 (also meets part of CLER RD requirement)		3
5.	12 hours chosen from : ATY 385, 585, 587; CSD 306; CST 206, 502; ENG 260, 261, 510, 513, 553; CUI 525; FRE 411; SPA 450		12
	Total hours		**24**
	Total Undergraduate Requirements		**79**
C.	**Other Undergraduate Electives**		43
	Total Undergraduate Semester Hours		122
D.	**Related Requirements for MA in English* (36 hours)**		
	Senior Year (15 hours)		
	ENG 601, 660		6
	One course in critical theory		3
	Two courses in literature		6
	Summer (6 hours)		
	Electives (usually English or American literature		6
	Graduate or 5th Year (15 hours)		
	Two courses in rhetoric and composition *Recommended: ENG 522, 695*		6
	One course in lieterature		3
	ENG 661, 680		6
	Total MA Semester Hours		36

* ENG 601 should be taken in the senior year, but the sequence of other courses may be planned with an English advisor and need not conform to the sample offered here.

Gerontology

Post-Baccalaureate Certificate Program

315 Curry

Committee Members

Sandra Powers, Director, Department of Curriculum and Instruction
Rebecca Adams, Department of Sociology
Lori Kennedy-Malone, School of Nursing
Jane Myers, Department of Counseling and Educational Development
Christopher Ruhm, Department of Economics
Ann Saab, Associate Dean of the Graduate School
Herbert Wells, Department of Psychology
Kathleen Williams, Department of Exercise and Sport Science

A Post-Baccalaureate Certificate in gerontology is offered through The Graduate School. Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. See "Dual Registration" in *The Graduate School Bulletin.*

Gerontology Courses (GRO)

For Advanced Undergraduates and Graduate Students

501 Seminar: Critical Issues of the Aged (3:3).
Intensive review and analysis of the litereature and research on issues and unreolved problems of aging.

Liberal Studies Program

Master of Arts Degree program

John J. Young, Director, Liberal Studies Program, Division of Continual Learning
Professors Calhoon, Fitzgerald, Hidore, Levinson, McConnell, Miller, Schleunes, Scullion, Sher; Associate Professors Caneva, Cannon, Danford, Johnston, Logan, Meisner, Pratto, Ruzicka; Assistant Professors Cassell, Krueger, Ramsey

The MALS Program encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the disciplines of the various liberal arts in ways that will enrich their understanding of themselves and of the world surrounding them. Course work, symposia, and seminars are intended to nurture this intellectual community. The MALS degree, a deliberately unspecialized degree, can serve to enhance career opportunities as well as provide personal enrichment.

Liberal Studies Major

Degree offered—Master of Liberal Studies, MLS

Required: 33 semester hours of graduate credit

More information is available in the Graduate School Office or the Division of Continual Learning.

Please refer to the *The Graduate School Bulletin* for a complete description of MLS courses.

Preprofessional Programs—

Dentistry, Medicine, and Veterinary Medicine

Advisory Committee

Robert E. Cannon, Chair of Advisory Committee and Associate Professor, Department of Biology
Cindy Fuller, Assistant Professor, Department of Food, Nutrition, and Food Service Management
Eric Johnston, Assistant Professor, Department of Chemistry
Frank McCormack, Professor, Department of Physics and Astronomy
Walter L. Salinger, Professor, Department of Psychology
Sheila Schurer, Assistant to the Dean, College of Arts and Sciences

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. Other sources of information are current volumes of **Medical School Admission Requirements and Admission Requirements of American Dental Schools.**

The preprofessional programs constitute a core of courses which must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 111, 112); 2 semesters of general chemistry with laboratory (CHE 111, 112, 114, 115); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 211, 212 and 251, 252 labs or 291, 292 and 251, 252 labs). A few schools (e.g., Duke) also require mathematics through Calculus (MAT 191, 292).

Other courses which are often recommended include Mammalian Physiology (BIO 277), Biochemistry (BIO 535 or CHE 556), Genetics (BIO 392).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Anatomy (BIO 271).

The list of required courses for **veterinary schools** is considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (BIO 535 or CHE 556) and nutrition (NFS 213). Significant work experience with animals or in a veterinarian's practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Veterinary College Admission Test (VCAT) or Graduate Record Examination (GRE) Aptitude Test.

Applications to professional schools are made a year before expected enrollment, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. The Veterinary Medical College Application Service (VMCAS) is the agent for most veterinary medical schools. Application materials are available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

Engineering

Advisor

Paul F. Duvall, Professor, Department of Mathematical Sciences
Robert B. Muir, Associate Professor, Department of Physics and Astronomy

The following two-year pre-engineering curriculum offers preparation for students who plan to transfer to engineering programs in other institutions. This program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and The University of North Carolina at Charlotte. **Students interested in engineering should contact one of the advisors above as soon as possible.**

See the designated AULER categories and approved courses on pp. 44-45. Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications (CST 105). Some engineering programs require proficiency in a foreign language through the level of the first year (101-102). Students should make appropriate selections after consultation with an advisor.

Course	*Hrs*
Freshman year— 1st Semester	
ENG 101 or exemption	3
CHE 111, 112	4
MAT 121 or 191	3
Select from AE, BL, FA, HP, NW, SB, WL	6
ESS	1
Total hrs	**17**
Freshman year—2nd Semester	
ENG 102 or exemption	3
CHE 114, 115	4
MAT 191 or 292	3
MAT 220	3
Select from AE, BL, FA, HP, NW, SB, WL	3
ESS	1
Total hrs	**17**
Sophomore year— 1st Semester	
PHY 291, 251 lab	4
MAT 292 or 293	3
Select from AE, BL, FA, HP, NW, SB, WL	3
ECO 201 or elective	3
CSC 130	3
ESS	1
Total hrs	**17**
Sophomore year—2nd Semester	
PHY 292, 252 lab	4
MAT 293 or elective	3
Select from AE, BL, FA, HP, NW, SB, WL	6-9
ESS	1
Total hrs	**14-17**

Law

Advisory Committee

Donald Farole, Chair of Advisory Committee, Department of Political Science
Eloise Hassell, Department of Business Administration
Donald Farole, Department of Political Science
Christopher Hodgkins, Department of English
Saundra Westervelt, Department of Sociology
Michael Zimmerman, Department of Philosophy

Admittance to law school is based primarily on a student's grade point average, score on the law school admission test (LSAT), and other materials furnished in an application for admission.

Like most universities, UNCG does not have a pre-law major. Students who plan to attend law school may select their major from any academically rigorous field. However, since law schools seek to admit only students who can think, speak, and write at the highest levels of competency, students (regardless of major) should take courses that develop skills in critical, creative, and reflective thinking as well as clear and cogent writing and speaking. To obtain these skills, it is especially useful to take courses in the areas of Analytic and Evaluative Studies (AE) and Reasoning and Discourse (RD). Courses in these areas are offered by many departments, including Anthropology, communication Studies, English, History, Philosophy (which offers a prelaw concentration for majors), Political Science, Religious Studies, and Sociology. In addition, Freshman Seminar, Honors, Residential college, and Women's Studies courses are helpful. Students should also be sure to develop computer skills.

Students interested in prelaw should consult a prelaw advisor in addition to their major advisors.

Medicine

(see Dentistry, Medicine, and Veterinary Medicine)

Pharmacy

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at the University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

BIO 111, 271, 271L, 280
CHE 111, 112, 114, 115, 351, 352, 354
ENG 101, 102
MAT 191
PHY 211, 212 (or PHY 291, 292) and 251, 252 labs
STA 108
Other specified courses to include foreign language or other approved liberal arts courses and physical education courses for a total of 64 semester hours of prepharmacy work.

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

Physical Therapy

Advisors

Department of Biology: Cannon, Katula, Leise, Lepri, Henrich, Hens, Redman

Department of Exercise and Sport Science: Karper and Robinson

There are currently six physical therapy programs in North Carolina. The programs at UNC-Chapel Hill, Duke University, East Carolina University, Elon College, and Western Carolina University offer entry-level Masters degrees. Winston-Salem State University offers a BS in Physical Therapy.

Students seeking a masters degree in physical therapy may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission. Requirements for the MPT generally include the courses shown below.

Statistics 108
Introductory Biology (BIO 111, 112)
Anatomy (BIO 271)
Physiology (BIO 277)
Physics 211, 212 and 251, 252 labs, or 291, 292 and 251, 252 labs
General Chemistry (CHE 111, 112 and 114, 115)
General Psychology (PSY 121)
Human Growth and Development (HDF 211 or PSY 250)
CPR Certification

Additional recommendations include computer literacy and course work in biomechanics, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 703/684-APTA.

Students should contact an advisor for assistance in planning their program of study.

Veterinary Medicine

(see Dentistry, Medicine, and Veterinary Medicine)

Other Special Academic Programs—

Freshman Seminars Program

Freshman Seminars are small discussion classes that introduce students to various areas of study in the All-University Liberal Education Requirements (AULER). Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the College of Arts and Sciences, 105 Foust Building (336/334-5241).

Freshman Seminar Courses (FMS)

Freshman Seminars are open ONLY to freshmen. Except for FMS 103 (which is equivalent to ENG 101/RCO 101, English Composition I) and FMS 111 (which is equivalent to ENG 102/RCO102, English Composition II), all seminars are offered as writing-intensive courses (see p. 47). **Students may not receive credit for more than one seminar under the same course number, even if the contents of the seminars are different.**

101 Freshman Seminar in Historical Perspectives on Western Culture - I (3:3).
Introduction to the historical study of western culture from ancient times through the Reformation. *[HP, CHP-CPM].*

102 Freshman Seminar in Historical Perspectives on Western Culture - II (3:3).
Introduction to the historical study of western culture from the 17th century through modern times. *[HP, CHP-CMO].*

103 Freshman Seminar in Reasoning and Discourse I (3:3).
• Equivalent credit to ENG 101/RCO 101; students may not receive credit for both FMS 103 and either ENG 101 or RCO 101.
Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading. *[RD, CRD].*

104 Freshman Seminar in Natural Science (3:3).
Introduction to the scientific study of the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses. *[NS, CLS or CPS].*

104L Laboratory for Freshman Seminar in Natural Science (1:0:3). Pr: concurrent registration in FMS 104.
Laboratory work to accompany FMS 104. *[NS, CPS or CLS].*

105 Freshman Seminar in Fine Arts (3:3).
An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre). *[FA, CFA].*

106 Freshman Seminar in Analytic and Evaluative Studies (3:3).
An introduction to the abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religion, and cultural anthropology. *[AE, CAE].*

107 Freshman Seminar in World Literature (3:3).
A study of major works in the literature of countries other than Britain and the United States. *[WL, CWL].*

108 Freshman Seminar in Social and Behavioral Studies (3:3).
Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas. *[SB, CSB].*

109 Freshman Seminar in Non-Western Studies (3:3).
Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions. *[NW, CNW].*

110 Freshman Seminar in British or American Literature (3:3).
A study of selected major works in the literature of Britain or the United States. *[BL, CBL].*

111 Freshman Seminar in Reasoning and Discourse II (3:3). Pr. ENG 101, FMS 103 or RCO 101. • ***Equivalent credit to ENG 102/RCO 102; students may not receive credit for FMS 111 and either ENG 102 or RCO 102.***
Writing, reasoning, and rhetoric about the works of Western culture. *[RD, CRD].*

Honors Program

The Honors Program offers highly qualified students a blend of specially created Honors seminars and designated Honors sections in various fields of study. The Program is not designed to be a major. Students in the Honors Program also complete the requirements for one of the academic or professional majors offered in the University. Enrolling in the Honors Program is, however, compatible with all major and professional programs and rarely requires additional hours to graduate in four years.

The Honors Program provides a strong base in the liberal arts leading to more specialized and independent work as students progress toward the bachelor's degree. It consists of three parts.

1. In their first two years students take Honors Core Seminars, courses specially designed for the Program that explore fundamental areas of study in natural sciences, social sciences, art and literature, and analytical and evaluative studies.

2. Students must enroll in at least nine additional hours of designated Honors courses. These may consist of honors sections of regularly-scheduled courses meeting College and University general education requirements (e.g. Introduction to Sociology, Mythology, etc.), Honors electives, disciplinary work offered through departments and schools, or independent studies conducted under the direction of a faculty member. This component of the Program is designed to provide students with flexibility in coordinating Honors with the requirements of their major programs.

3. In the senior year those who wish to complete the Program must undertake some sort of Senior Project. These range from writing an original essay or scientific report, to completing an annotated creative performance, to undertaking a special practicum or project. The intent is to allow the student to have a capstone experience within his or her chosen field of study.

Certain departments specify how their students are to meet the requirements indicated in 2 and 3 above. Some units permit students to pursue Honors work within their discipline without requiring participation in the University Honors Program. Students should check with the Honors Liaison faculty member in their department or with the Honors Program Director to see how the requirements in their discipline are to be met.

Association with faculty and other Honors students in the Program is close, a welcome contrast to large impersonal lecture classes. Every aspect of the program provides special opportunities for exceptionally qualified students to grow intellectually through contact with a community of Honors students and faculty.

Honors Council

The program is under the general supervision of an Honors Council composed of faculty and students from the various schools of the University, as well as from the College of Arts and Sciences.

Bruce Caldwell, Director of Honors Program, Department of Economics
Laurie White, Assistant Director of Honors Program
Pam Bulgin, Assistant Director of Honors Program
Ken Caneva, Department of History
Nancy Cassill, Department of Textile Products Design and Marketing
Keith Howell, Department of Public Health Education
Virginia Karb, School of Nursing
Bruce Landman, Department of Mathematical Sciences
Eleanor McCrickard, School of Music
Russ McDonald, Department of English
Jody Natalle, Department of Communication
Ben Ramsey, Department of Religious Studies
Mark Smith-Soto, Department of Romance Languages
Adam Cox, Student Member

Program Requirements

Students who wish to finish the Program are required to complete 18 hours of courses, distributed as follows. Six credit hours must be obtained in Honors Core Seminars. Three credit hours must be used to satisfy the Senior Project requirement. The remaining nine hours may include any other combination of Honors courses, including Core Seminars, Honors sections of Freshman Seminars, Honors sections of regularly scheduled courses, Honors electives, or Honors independent studies. Three of these nine hours are automatically waived for students who spend at least one semester abroad. The six hours of Core Seminars requirement is waived for Junior Transfers,

who must take a total of twelve hours of Honors courses (among them the Senior Project) to complete the Program.

There is no maximum number of courses in which a student may enroll. To remain in the program, students must maintain a cumulative UNCG grade point average of 3.3 or above. A student whose GPA falls below the minimum required may, at the discretion of the Director, continue in the program for a probationary period of one semester. Students who take the minimum required curriculum will have completed the Honors Program and will have this accomplishment so recorded on their transcript.

Not all students who enroll in the Honors Program complete it. By enrolling in the Program, however, one is demonstrating one's intent to make progress towards finishing it. To stay on track, freshmen and sophomores should take one Honors seminar or section per semester, and juniors and seniors should take one per year.

Any student who has a 3.3 or better GPA may sign up for any Honors courses that are open, even if they are not formally enrolled in the Program. The Program welcomes and encourages such students to sign up for Honors offerings. Students who do not meet the 3.3 GPA requirement who wish to take an Honors course may be admitted at the discretion of the Director. Such students should make their request to the Director prior to registration.

Honors Program Courses (HSS)

Honors Core Seminars (6 hrs required)

Honors Core Seminars may be used to meet liberal education requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Students completing the Honors Program must take two Honors Core Seminars chosen from the ten categories described below. Specific topics will vary from year to year. The courses may be repeated for credit as topics change.

201 Core Seminar in Historical Perspectives on Western Culture I (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Historical study of western culture from ancient times to the Reformation. *[HP, CHP-CPM]* (FA/SP)

202 Core Seminar in Historical Perspectives on Western Culture II (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Historical study of western culture from the 17th century through modern times. *[HP, CHP-CMO]* (FA/SP)

203 Core Seminar in the Physical Sciences (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of physical sciences with attention to the methods of scientific investigation. *[NS, CPS]* (FA/SP)

204 Core Seminar in the Biological Sciences (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of biological sciences with attention to the methods of scientific investigation. *[NS, CLS]* (FA/SP)

205 Core Seminar in the Fine Arts (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music and theatre. *[FA, CFA]* (FA/SP)

206 Core Seminar in Analytical and Evaluative Studies (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology. *[AE, CAE]* (FA/SP)

207 Core Seminar in World Literature (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of major works in the literature of countries other than Britain and the United States. *[WL, CWL]* (FA/SP)

208 Core Seminar in Social and Behavioral Studies (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies. *[SB, CSB]* (FA/SP)

209 Core Seminar in Non-Western Studies (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions. *[NW, CNW]* (FA/SP)

210 Core Seminar in the British or American Literature (3:3). Pr. 3.3 GPA or permission of the Director. • ***May be repeated for credit when topic varies.***
Study of selected major works in the literature of Britain or the United States. *[BL, CBL]* (FA/SP)

Honors Electives

220 Student Seminar (2:2).
Students (usually eight to ten) agree on a general topic for a semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member directs the group's discussions. (Not offered every year.)

300 Interdisciplinary Honors Seminar (3:3). • ***May be repeated for credit as topic changes.***
Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.

400, 401 Senior Honors Seminar (3), (3). Pr. Completion of the Honors Core Requirement or permission of the Director of the Honors Program.
Provides qualified students the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.

Honors Directed Study

320 Honors Tutorial (1 - 3). • ***May be repeated once for credit if the topic of study changes.***
Students (usually 4 or 5) meet with faculty member to explore an agreed upon set of topics. The faculty member will guide the discussion. (FA/SP)

330 Honors Independent Study (1 - 3). Pr. 6 hrs. in Honors Core Seminars. • ***May be repeated once for credit if the topic of study changes.***
Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline.

490 Senior Honors Project (3 - 6). Pr. 6 hrs. in Honors Core Seminars and approval of the Honors Council.
Independent original scholarship in the student's primary area of interest completed under the supervision of a faculty member. Work

culminates in an original essay, annotated creative work or performance, scientific report or other special project, depending upon the area of specialization. While completing the Honors Project, the student may not enroll in more than thirteen additional hours in either semester.

Departmental Honors Sections

Departments may offer special Honors sections of regularly-scheduled courses such as Introduction to Sociology (SOC 211), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc. Qualified students may enroll in Honors sections (designated by an "H" after the course number), even if they do not expect to complete the Honors Program. However, Honors sections may be used by students in the Program to complete the 18-hour minimum requirement.

xxx493 Honors Work (3-6). Pr. 3.3 GPA in the major, 12 hours in the major. • ***May be repeated for credit if the topic of study changes.*** (See individual Departmental listings). Disciplinary Honors work providing students with advanced study of the primary literature in their area of specialization.

Study Abroad Programs

Committee Members

Thomas Fitzgerald, Chair, Study Abroad Committee, Department of Anthropology
Joachim Baer, Department of German and Russian
Ronald Cassell, Department of History
Patty Via, Academic Advising and Support Services, ex officio
Stephen Flynn, Office of International Programs, ex officio
Carl T. Lambeth, Department of Housing and Interior Design
Frank Land, Department of Business Administration
Lynette K. Lawrance, Department of Public Health Education
Elizabeth W. Lindsay, Department of Social Work
Gail McDonald, Department of English
Elizabeth J. Natalle, Department of Communication
Penelope Pynes, Department of German and Russian
Karen Rauch, Department of Romance Languages
Sarah Robinson, Department of Exercise and Sport Science

A UNCG student in good standing may spend a summer, semester or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

• **UNCG Exchange Programs.** Through various exchange agreements, a UNCG student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of being in residence at UNCG. Opportunities for such exchange are currently available in Australia, Costa Rica, Finland, France, Germany, Spain, Sweden, Poland, and the United Kingdom.

• **International Student Exchange Program.** As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of one hundred cooperating universities in 35 countries overseas. The cost of such study is about the same as being in residence at UNCG.

• **Semester Abroad Programs.** On a regular basis the Department of Romance Languages offers semester abroad programs in Spain. UNCG faculty lead these groups and directly award academic credit. Although not student exchange programs, these semester abroad options are nonetheless less costly than study abroad opportunities offered through other colleges' programs.

• **Non-UNCG Programs.** A UNCG student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNCG Study Abroad Committee. While generally more costly than ISEP or the UNCG programs, this option may be of interest to students seeking particular experiences not otherwise available.

Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Costa Rica, Greece, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee and the Office of International Programs

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students, and to make them available at reasonable cost. The Committee may recommend to the student's department that up to 30 semester hours of credit be earned for one year's study overseas.

The Office of International Programs, in addition to handling most other administrative matters affecting study abroad, publicizes the various programs and advises prospective participants. Those interested in study abroad are advised as a first step to contact the OIP, 112 Foust Building, 336/334-5404, or visit its Web site at: www.uncg.edu/ipg/.

University Studies

Office of the Provost

University Studies is a one-semester elective course designed to prepare entering freshmen to better meet the many demands and challenges of the university experience. Students will gain understanding of personal responsibility for college experience, and will identify, define, and utilize strategies for personal and academic success at this University. Classes will be limited in size and will be restricted to first-semester freshmen.

University Studies Courses (UNS)

For Undergraduates

101 University Studies (1:2). • ***Enrollment is restricted to first-semester freshmen in the Fall Semester.*** • ***May NOT be repeated for credit or grade improvement.***
This course will expose students to essential competencies for academic and personal success, including knowledge of university environment, self-awareness, critical thinking, and decision making skills.

Western Civilization

Steven Lawson, Coordinator, History Department

Western Civilization is a two-semester, interdisciplinary course emphasizing critical developments from ancient to modern times. Students who take the course receive credit for Historical Perspectives on Western culture. The course is divided into two broad units. The first unit (Western Civilization 101) covers the ancient world to about 1600. The second unit (Western Civilization 102) covers the modern period, from about 1600 to the twentieth century. Sections of the course may be taught by one or more faculty members and may have different thematic emphases. Readings typically include a basic history text and selections from authors central to the Western tradition.

Western Civilization Courses (WCV)

For Undergraduates

101, 102 Western Civilization (3:3), (3:3).
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times. Emphasis on themes relating history to the humanities, social sciences, or natural sciences. *[WCV 101: HP, CHP-CPM; WCV 102: HP, CHP-CMO].*

Cornelia Strong College

Moore-Strong Hall

Senior Fellow
Ronald D. Cassell, Department of History
Senior Tutor
Robert J. O'Hara, Department of Biology
Admissions Tutor
Laurie White, Honors Program
Fellows
Deborah Bell, Department of Broadcasting/Cinema and Theatre
Pamela Bulgin, Department of English; Honors Program
Bruce Caldwell, Department of Economics; Honors Program
Kenneth Caneva, Department of History
Linda Danford, Department of Classical Studies
Stephen Danford, Department of Physics and Astronomy
Stephen Flynn, Office of International Programs
Joan Glynn, Office of Alumni Affairs
Maureen Grasso, Department of Textile Products Design and Marketing
Timothy Johnston, Department of Psychology
Virginia Karb, School of Nursing
Jerome Lee, University Police
Dennis Leyden, Department of Economics
Charles Lyons, Office of International Programs
Carol Marsh, School of Music
Eleanor McCrickard, School of Music
Mark Schumacher, Jackson Library
Susan Shelmerdine, Department of Classical Studies
Denise Tucker, Department of Communication
Janice Tulloss, Department of Political Science
Honorary Fellows
Walter H. Beale, Department of English; College of Arts and Sciences
Patricia A. Sullivan, Chancellor

Cornelia Strong College is one of two residential colleges at The University of North Carolina at Greensboro. It is named after Cornelia Strong, professor of mathematics and astronomy in the University from 1905 to 1948. Strong College is open to all students in the University through a competitive admission process, and is particularly suited to those who are seeking a richer and more rewarding academic experience than they might have in a traditional residence hall. Like the University's Residential College in Mary Foust Hall, Strong College offers its members the opportunity to participate in an informal social and academic community within the context of the greater University. Unlike the Residential College, however, Strong College does not have a special curriculum—its members take the usual complement of courses throughout the University. Students may reside in Strong College for their full tenure at the University.

Modeled on the undergraduate colleges of universities such as Rice, Yale, and Harvard, Strong College is made up of about 260 undergraduate members in residence ("the Junior Common Room") and a group of faculty Fellows and Associates ("the Senior Common Room"), as well as a small number of resident graduate members and non-resident undergraduates. All members of Strong College may participate in a variety of co-curricular activities in the arts and sciences, including a weekly College Tea, informal discussion groups, and social events throughout the year. Both student-sponsored and faculty-sponsored events are encouraged, and Strong College endeavors to provide an environment within which the initiatives of all of its members can bear fruit.

The home of Strong College is Moore-Strong Hall, named after Professor Strong and Mary Taylor Moore, Registrar to the University from 1909 to 1948. Built in 1960 and renovated in 1994, Moore-Strong Hall provides several common rooms for College members, as well as a small library. The building as a whole is centrally air conditioned, and has cable television and some connections to the campus computer network.

For more information about Cornelia Strong College, please write to the Strong College Office, 100 Foust Building, The University of North Carolina at Greensboro, Greensboro, North Carolina 27402, USA, or connect to the Strong College server (http://strong.uncg.edu) on the World Wide Web.

RESIDENTIAL COLLEGE

MARY FOUST HALL/COLLEGE OF ARTS AND SCIENCES

Frances C. Arndt, Director and Lecturer in Residential College
Mary Beth Boone, Lecturer in Residential College
Betty A. Carpenter, Assistant Director and Lecturer in Residential College
M. Jeffrey Colbert, Lecturer in Residential College
Timothy E. Flood, Lecturer in Residential College
Susan W. McArver, Lecturer in Residential College
Deborah Seabrooke, Lecturer in Residential College

Jeffrey T. Adams, Department of German/Russian/Japanese Studies
Murray D. Arndt, Emeritus, Department of English
Joachim T. Baer, Department of German/Russian/Japanese Studies
Deborah Bell, Department of Broadcasting/Cinema and Theatre
Georgieann Bogdan, Department of Anthropology
Robert M. Calhoon, Department of History
Dina Durwood, Department of Public Health Education
David A. Fein, Department of Romance Languages
Mary Ellis Gibson, Department of English
Anne K. Hickling, Department of Psychology
Derek Krueger, Department of Religious Studies
Robert L. Miller, Department of Chemistry
Charles D. Orzech, Department of Religious Studies
Bennett H. Ramsey, Department of Religious Studies
Stephen Q. Ruzicka, Department of History
Grayson S. Sallez, Department of Mathematical Sciences
Susan C. Shelmerdine, Department of Classical Studies
Ann Berry Somers, Department of Biology
John R. Sopper, Department of Religious Studies

The Residential College was created at UNCG in 1970 to provide a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is a two-year program for freshmen and sophomores with a limited number of upperclassperson participants. Members of the program live and have classes in a coeducational residence hall. A Residence Hall Director, who often serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught meet All-University Liberal Education Requirements and requirements of the College of Arts and Sciences.

All students are asked to participate in an interdisciplinary core course focusing on the American experience and to choose another class from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNCG and are expected to participate in the life of UNCG.)

All students who have been admitted to UNCG automatically qualify for application to Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

RESIDENTIAL COLLEGE COURSES (RCO)

101 English Composition I (3:3). • ***Equivalent credit to ENG 101/ FMS 103; students may not receive credit for both RCO 101 and either ENG 101 or FMS 103.***
Designed to develop the student's ability to read with discrimination and write effectively. Seabrooke. *[RD, CRD].*

102 English Composition II (3:3). • ***Equivalent credit to ENG 102/ FMS 111; students may not receive credit for RCO 102 and either ENG 102 or FMS 111.***
Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Seabrooke. *[RD, CRD].*

108, 109, 208, 209 Residential College Core Course: The American Experience. First year: The Deep Roots through 1890. Second year: America and the Modern World: 1890-present. The four semester series of courses is multi-disciplinary and is assigned credits in HP, AE, BL and SB areas. Sections offered for 1997-98 were:

108 Roots of the American Experience. (3).
F. Arndt, M. Arndt, McArver, Ramsey, Ruzicka.

109 American Experience from the Revolution to 1890. (3).
F. Arndt, Calhoon, Colbert, Flood, McArver.

200 Residential College Seminars
Concentrated and in-depth seminars meeting College of Arts and Sciences and All-University Liberal Education Requirements and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1996-97 were:

119-01 College Algebra. Sallez. *[MT, CMT]*
133-01 Service Learning. B. Carpenter. *[E]*
134-01 The Imagery of American Folk Art. Boone. *[E]*
136W-01 Religion and Society: Cults. Orzech. *[E]*
210-01 Religion, Ritual, and the Arts. Krueger. *[AE, CAE]*
211-01 Popular Religion in Modern America. McArver. *[AE, CAE]*
225W-01 British Literature from 1790 to Present. Gibson. *[BL, CBL]*
251-01 Introduction to Physical Anthropology. Bogdan. *[NS, CLS]*
252-01 Conservation Biology. Somers. *[NS, CLS]*
256-01 The Making of the Atomic Bomb. Miller. *[NS, CPS]*
260-01 Buddhism. Orzech. *[NW, CNW]*
263-01 Religions of China. Orzech. *[NW, CNW]*
264-01 Islam. Sopper. *[NW, CNW]*
282W-01 Classical Tragedy. Shelmerdine. *[WL, CWL]*
283-01 Russian Literature in Translation. Baer. *[WL, CWL]*
284-01 Masterworks of Modern German Literature in Translation. Adams. *[WL, CWL]*
301 Independent Study (3). B. Carpenter.
302 Advanced Study (3). B. Carpenter.

Part 7

Teacher Education

The Teachers Academy

319 Curry

David Strahan, Interim Director, Teachers Academy

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at five UNCG professional schools and various departments within the College of Arts and Sciences. Students may select licensure programs in a variety of subject areas.

The School of Education offers programs in Elementary and Middle Grades Education, and jointly directs, with departments in the College of Arts and Sciences, programs for teacher licensure in liberal arts fields at the secondary level.

The School of Business and Economics, the School of Health and Human Performance, the School of Human Environmental Sciences, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art, Social Work, and Broadcasting/Cinema and Theatre offer teacher education curricula in their respective subject areas.

Graduates of approved teacher education curricula are eligible for initial licensure on the basis of UNCG's recommendation to the State Department of Public Instruction. **As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.**

Admission to Teacher Education

All students who wish to be recommended for licensure in any of the subject areas must be **admitted** to a specific Teacher Education Program. Application for admission should be made in The Teachers Academy (located in 319 Curry Building, 334-3414) after completing at least 51 semester hours (junior status) of work and prior to completing 50% of the professional coursework, excluding student teaching. Application is usually made at the end of the sophomore year.

The following requirements must be met:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 to be admitted to teacher education). To determine if students meet this standard, the grade point average (GPA) is calculated using all relevant undergraduate coursework. For students transferring to UNCG, this includes the transferable hours as determined by the UNCG Admissions Office. For second degree and initial licensure only students, this means that their cumulative undergraduate GPA must be equal to the GPA required for admission into the desired teacher education program.
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the school or department where major is to be taken.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Pre-Professional Skills Test.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Teachers Academy (located in Curry Building, 334-3414) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

Admission To Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to **Student Teaching.**

Student Teaching admission includes:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 for student teaching).
2. Approval of the school or department in which the student is majoring.
3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from the Teachers Academy beginning first day of classes, Spring semester. Forms must be submitted by February 15 of the year before the student teaching is to be done.

Student teaching assignments are usually made in schools within commuting distance of UNCG, although at times student teaching programs are planned with other school systems at substantial distances from UNCG. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching including transportation.

Student teaching in some subject areas is offered only in either the Fall or the Spring semester. Any student who plans to student teach should check with the Teachers Academy to be certain of the semester when student teaching will be offered in a particular subject area.

General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions (see Part 5). In addition to the courses specified for the particular degree or major, the following requirements must be met:

For Elementary and Middle Grades Licensure

1. AULER requirements as identified within each major.
2. PSY 121 General Psychology
3. ELC 381 The Institution of Education
4. Additional licensure requirements as specified on p. 229.
5. Appropriate method course(s) and student teaching

For Special Subject-Area Licensure

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health (counts as *[SB]* AULER requirement)
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Additional program specific requirements such as CUI 202 or HDF 302 for French and Spanish Licensure Programs.
8. Appropriate method course(s) and student teaching

For Secondary Subject-Area Licensure (Grades 9-12)

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health (counts as [SB] AULER requirement)
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 390 Issues in Secondary Education
6. CUI 450 Psychological Foundations of Education
7. CUI 470 Reading Education
8. Appropriate method course(s) and student teaching

SECOND MAJOR REQUIREMENT

All students majoring in **Elementary, Middle Grades, Health, Physical Education and Deaf Education** are required to complete another approved major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal arts requirement and the second major or concentration. This requirement became effective for all students who entered the University in fall 1989 as freshmen. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department for this requirement or additional requirements specific to individual programs.

TEACHER LICENSURE IN SOCIAL STUDIES

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive social studies. Students seeking social studies licensure must take a total of 36-42 hours in the social sciences beyond their major requirements from the departments of anthropology, economics, geography, history, political science, and sociology. Courses must be selected from the following approved list. This list is also available from the Office of Student Information and Advising (Curry 323), the student's major advisor, or the social studies advisor in the School of Education. Substitution of any requirements needed for licensure may be made by the social studies advisor in the School of Education.

Courses Satisfying Competencies for Initial A Licensure in Secondary Social Studies

Anthropology: select one from: ATY 212, 258; select one from: ATY 325, 330, 333, 335, 337

Economics: ECO 201, 202

Geography: select one from: GEO 105, 114, 202; select one from: GEO 102, 104, 344, or other regional course

History: HIS 211 and 212; WCV 101 or 102; and one selected from: HIS 204, 215 or 216, 239 or 240

Political Science: PSC 100, and one selected from PSC 260 or 290

Sociology: SOC 101, 301

This licensure program relies heavily on early and adequate advising. It is the student's responsibility to meet as soon as possible with both his/her major advisor and the social studies advisor in the School of Education. See other sections in this chapter for additional teacher licensure requirements.

APPLICATION FOR TEACHER LICENSURE

An application for licensure should be filed with the Teachers Academy during the last semester of the senior year. Students should be aware that the licensure process will take up to six weeks or longer after graduation to be completed.

UNCG recommends for a teacher's licensure those students who have completed the appropriate teacher education curriculum, attained acceptable teaching competencies, and whose work has been approved by the appropriate department.

To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant PRAXIS series exams.

TEACHER EDUCATION CURRICULA

Programs in teacher education are offered at UNCG in the three broad areas listed below. Their description is found under the school and/or department listed on the right.

PRE-KINDERGARTEN, ELEMENTARY AND MIDDLE GRADES LICENSURE

Program	Department
Birth through Kindergarten (B-K)	Human Development & Family Studies and Curriculum & Instruction
Elementary Education (Grades K-6)	Curriculum & Instruction
Middle Grades Education (Grades 6-9)	Curriculum & Instruction

SPECIAL SUBJECT-AREA LICENSURE

Program	Department
Art Education	Art
Dance Education	Dance
Education of the Deaf	Special Education Services
Health Education	Public Health Education
Music	Music
Physical Education	Exercise and Sport Science
School Social Worker	Social Work
Second Language in French, German, Spanish	Romance Languages, German
Theatre Education	Broadcasting/Cinema and Theatre

SECONDARY SUBJECT-AREA LICENSURE (GRADES 9-12)

Program	Department
Biology	Biology
Chemistry	Chemistry
English	English
Latin	Classical Studies
Mathematics	Mathematical Sciences
Physics	Physics and Astronomy
Social Studies (Comprehensive)	Curriculum & Instruction

NOTE: Programs in French, German, and Spanish are listed under Special Subject-Area Licensure (Second Language)

Requirements for teacher licensure are specified in the program descriptions under each respective department (see Part 5).

Please note that undergraduate licensure students graduating in 1999 must pass the Essential Technology Skills Inventory in order to qualify for licensure. The course LIS/CUI 120, Introduction to Instructional Technology, has been developed to assist students in passing this new exam.

PART 8 THE UNIVERSITY COMMUNITY

HOUSING

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with part-time Residence Directors/Head Residents who are graduate students or seniors. These Residence Directors/Head Residents supervise undergraduate Community Advisors, who also live in the building. In addition, each hall forms a hall council made up of elected student representatives. These staff and student representatives work together to build an academically supportive community in each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have community bathrooms by floor or wing. Some residence halls are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, and kitchens. All have local telephone service and automated voice mail in their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

Students provide their own bed linens, blankets, lamps, and curtains. All windows are equipped with mini-blinds.

To request a space, students must return to the Office of Housing and Residence Life the following:

- Completed application card
- Advance rent payment of $150

Upon receipt of the Advance Rent Payment and the Completed Application Card, the student will be sent a UNCG Relocation Kit which provides additional information about campus housing and other services. See pp. 19-20 for current housing costs.

Housing Options

The Office of Housing and Residence Life offers a variety of housing options to new and continuing students.

New Freshmen Students have the following options:

Single Gender Halls
Coed Halls
The First Year Experience (a predominantly freshman hall)
The Fitness and Well-Being Program
The International Program
Cornelia Strong College in Moore/Strong Hall*
The Residential College in Mary Foust Hall*

New Transfer Students have the following options:

Single Gender Halls
Coed Halls
The Cotten Transfer Hall Program
The Fitness and Well-Being Program
The International Program
Cornelia Strong College in Moore/Strong Hall*
The Suites of Tower Village

New Graduate Students have the following options:

The International Program
The Suites of Tower Village
South Spencer Hall

Continuing Students have the following options:

Single Gender Halls
Coed Halls
The Fitness and Well-Being Program
The International Progarm
Cornelia Strong College in Moore/Strong Hall*
The Suites of Tower Village

** Separate application and acceptance is required for these programs.*

Residence Hall Policies

Guest Policies

All residence halls are locked 24 hours a day, seven days a week. All students are issued a hall entry key. Each student may host non-resident guests during the hall's posted visitation hours. Currently, each hall is governed by one of the following three policies:

Traditional Visitation—Guests allowed from 12:00 pm to 12:00 am, Monday through Thursday; until 2:00 am on Friday and Saturday; and until 1:00 am on Sunday.

Weekend Visitation—Guests allowed from 12:00 pm to 12:00 am Monday through Thursday, and from Friday at 12:00 pm through Sunday at 1:00 am.

24/7 Visitation—Guests allowed 24 hours a day, seven days a week

Room Occupancy

The signing of a housing contract does not automatically assure one of space in a residence hall.

Housing agreements are in force for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNCG reserves the right to require any student whom it finds, after due process, an undesirable tenant to vacate a residence hall room within 48 hours notice. Should a student be dismissed or withdraw from UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

All room assignments are considered final until the first day of classes.

UNCG reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school year.

Off Campus Housing

The Information Desk in Elliott University Center maintains a self-help facility which makes available listings of off-campus accommodations sent to EUC by private landlords. Persons can use the off-campus housing resource center in EUC during normal operating hours.

UNIVERSITY DINING SERVICES

A variety of dining options are available on campus, including Chick-fil-A, two Pizza Hut Express locations, Taco Bell, College Avenue Bakery (featuring Krispy Kreme Doughnuts), Healthy Choice Deli, 1891 Ice Cream Shop, The C-Store and Smart Mart (convenience stores), Mrs. Field's Cookies, Spencer's Food Court, Elliott Center Soda Shop, and Dogwood Cafe. In addition, the new Bryan Mini Food features Blimpie, Starbucks, and Krispy Kreme. Students may use dining plan cash accounts, called "Spartan Express" to make purchases in any of these locations. The CAF, located in the University Dining Hall, offers traditional board all-you-can eat meals for breakfast, lunch and dinner.

All students who live in the University residence halls are required to participate in one of the dining plans. The CAF Dining Club is a plan designed for freshmen with unlimited CAF meals and access to the CAF. Sophomores, juniors, seniors, transfers, graduate students and commuters may also choose from the Meal Select Plan with 150 meals in the CAF and $150 Dining Dollars. Juniors, seniors,

graduate students and commuters have an additional option of the ALL Dining Dollars plan with $750 per semester. (Any meals remaining during a semester do not carry forward to the next semester.)

Money that is part of an initial dining plan (Dining Dollars) carries over from fall to spring semester only. Additional deposits to a Spartan Express account can be made anytime through the Spartan Services Hospitality Desk, located in the Atrium, University Dining Hall, or at any dining services cash register. Cash, checks, MasterCard and VISA are accepted. Additional deposits to a dining account carry over as long as the student is enrolled at UNCG.

Changes in dining plans are allowed during the first weeks of the semester, until the last day of drop/add. No changes will be made after that date. No dining plan refunds are made except for "official withdrawal" from the University. ("Official withdrawals" are detailed in Residence Life Housing Contracts.) Dining plan refunds are prorated. See p.20 for current dining plan costs.

TRAFFIC AND SAFETY REGULATIONS

All student-legislated and administrative campus regulations are published in the *UNCG Student Handbook* which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

PARKING REGULATIONS

Parking regulations are in effect 24 hours a day, 7 days a week, unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG traffic rules will be issued a violation notice with a penalty of from $10.00 to $100.00 depending on the violation. Outstanding violations will be charged against the student's account in the Cashiers and Student Accounts Office. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be towed from campus at the owner's or operator's expense.

Students may keep motor vehicles on campus provided the vehicles are properly registered with Parking Services and display a valid UNCG parking permit. To obtain current parking permit fee information, call 336/334-3340.

UNCG reserves the right to make changes in these charges without advance notice.

REGULATIONS RELATING TO PUBLIC SAFETY

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase, or possession of alcoholic beverages by people under the age of 21, effective October 1, 1986. The University operates under this provision of the law.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Alcoholic Beverage Policy contained in the UNCG Policies for Students.

University Policy Concerning Abuse of Alcohol/Illegal Drugs

In accordance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, which require that all students receive annual notice of the laws/policies regarding alcohol and drug abuse, the following information is provided:

Illegal or abusive use of drugs or alcohol by any member of the University community can adversely affect the educational environment and will not be accepted. Abuse of these substances can result in numerous physical and psychological health problems. Its use is a factor in organ damage, increased risk of personal injury, impaired judgment, a factor in sexually transmitted diseases, and more.

Policies on alcohol and drugs can be found in the Policies for Students Manual distributed to all students upon their entrance into the University community. They also can be accessed on the world wide web at:

http://www.uncg.edu/saf/studiscp/Manual.html

Services for students experiencing problems with alcohol and other drugs are available through Student Health Services. They include the health clinic (334-5340), a Substance Information Program for education and assessment (334-5874), and counseling (334-5874). Educational programs are also provided through the Wellness Center (334-3190).

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG is prepared to take disciplinary action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNCG has an obligation to report any information concerning such practices to proper authorities. Please refer to the University's *Policy on Illegal Drugs* on pp. 264-265 in Appendix B.

Firearms or Other Weapons on University Property

North Carolina law declares it unlawful for anyone to possess or carry (whether openly or concealed) any gun, rifle, or other weapon on property owned, used, or operated by a public or private educational institution. See also UNCG's *Policies for Students*.

Policies Relating to Disruption of Educational Process

The complete statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process is printed in the *Policies for Students*. It was adopted by the UNC Board of Governors on October 26, 1970.

Policy Relating to Disruptive Behavior in the Classroom

The complete statement of the University's Policy Regarding Disruptive Behavior in the Classroom is printed in UNCG's *Policies for Students*. This policy was adopted by the UNCG Faculty Council on April 9, 1991.

SERVICES FOR STUDENTS

Adult Continuing and Evening Students Office—ACES (104 Elliott University Center)

The Adult Continuing and Evening Students (ACES) Office provides expanded services for non-traditional adult and returning UNCG students who qualify. The Office of Adult Continuing and Evening Students offers assistance in the form of admissions advising and support services. The ACES office is open 8am to 8pm, Monday through Thursday, and 8am to 5pm on Friday. The phone number for the ACES Office is 336/334-5757.

Campus Ministries (Associated Campus Ministries Center, Stirling Street)

Eight religious organizations are part of United Campus Ministries: Baptist Student Union, Hillel, Presbyterian, St. Mary's (Episcopal), Catholic Student Fellowship, Wesley-Luther (United Methodist and Lutheran), and InterVarsity Christian Fellowship (non-denominational). Each of these organizations sponsors a schedule of activities which are open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations. Several religious organizations are active at UNCG (p. 238).

Career Services Center (First and Second Floors, Foust)

The mission of the Career Services Center is to provide guidance and resources to undergraduate and graduate students and alumni for their lifelong career development. The Career Services Center staff members strive to provide the very best services and strongly subscribe to a "student-centered" philosophy. Services are provided in three major areas:

1. Career planning
2. Experiential learning
3. Employment assistance/continuing education planning

Staff members are available to assist students and alumni with their career plans through individual appointments and group workshops. A number of tools are available to help students assess individual interests, values and skills, and work setting preferences. A computerized guidance system (SIGI Plus) is available to students and alumni want to examine major/career options or gather information on various occupations. The Center maintains two Resource Libraries which house career information, employer literature, listings of part-time jobs, internships, and full-time employment, school district applications, the Spartan Career Network, and access to the Internet.

Experiential learning services are provided by the Center which aid students in locating credit or non-credit, paid or unpaid internship opportunities within the local Triad area as well as in other locations world-wide. Also, part-time employment and summer job opportunity information is available.

Full-time job search assistance is provided through a number of programs and services. Individual appointments may be scheduled with staff to discuss career and job search strategies. Career-related workshops are scheduled throughout the fall and spring semesters to assist students with resumé development, interviewing preparation, job search strategies, and graduate school preparation. A number of special events are sponsored including the annual Career Day, Education Career Day, Internship/Summer Job Fair, Internship/Part-time Job Fair, and Nursing Career Day to aid students with making employer contacts. Seniors, graduate students and alumni are encouraged to register with the Career Services Center so that they may utilize the following services: the On-Campus Interview Program and the Computerized Job Referral Service.

Please contact the Career Services Center for further information and individual appointments at 336/334-5454.

Cashiers and Student Accounts Office (151 Mossman)

The Cashiers and Student Accounts Office is open between 8:30 am and 4:00 pm, Monday through Friday, and is located in 151 Mossman Building (336/334-5831). Students may cash personal checks up to $50 in this office with proper identification. All outstanding tuition and fee payments are made in the Cashiers and Student Accounts Office. The office also handles the distribution of financial aid checks at the beginning of each semester.

Disability Services, Office of (157 Elliott University Center)

The Office of Disability Services advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling students with disabilities to compete on an equal basis in the classroom with their peers. Currently, over 300 students receive some type of academic assistance. Students must register with the office and provide any necessary documentation prior to receiving services. For further information, call 336/334-5440 (voice & TDD).

Financial Aid Office (723 Kenilworth Street)

Through its Financial Aid Office, UNCG administers an extensive financial aid program which provides assistance to approximately half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work.

The Financial Aid Office assists students with all phases of financial aid application, processing, and awarding. Current FAFSA applications may be obtained in this office as well.

For information on programs, services, and application procedures, contact the Financial Aid Office at 336/334-5702.

Spartan ID Center (Walker Avenue Parking Deck)

Spartan (University) IDs are required for use of many campus facilities and services (library, student health center, campus post office box, student recreation center, computer labs). The IDs are made in the Spartan ID Center, located in the Walker Avenue Parking Deck administrative offices. New students should have their University ID's made *after they have paid their tuition and fees.* IDs for continuing students are automatically updated after these students pay their tuition and fees.

Lost or damaged ID's will be replaced upon presentation of a $10 replacement fee.

Instructional and Research Computing (IRC) (235 Bryan)

Instructional and Research Computing, a department of Computing and Information Systems, provides comprehensive computing support and resources to students and faculty. The campus supports a highly distributed network supported by Novell file servers, over 150 departmental network printers, and a SUN-based Solaris running AFS for UNIX support.

Instructional and Research Computing operates twenty instructional labs in fourteen buildings. The labs house both Windows and Macintosh computers connected to the campus wide network, UNCGNET, for Novell, and Internet host, print, and file services. Computing and Information Systems provides local and wide area network services.

Pentium Windows microcomputer laboratories are available for student and faculty use in Bryan (4 labs), Elliott, Ferguson, Graham, McIver, Jackson Library, Stone, Moore, Mary Foust, Brown, HHP, and Petty. Apple Macintosh computer laboratories are located in Elliott, McIver, Moore-Strong, Ferguson, Mary Foust and Brown. All of the microcomputer laboratories are Novell networked and linked to each other and the Unix machines by the UNCG network.

UNCG is an Internet node. The Internet is a wide-area network connecting UNCG with universities, research institutions and other institutions around the world. The Internet provides access to the North Carolina Supercomputing Center in the Research Triangle Park, to other supercomputers, and to computers where special logins provide students and faculty with access to many additional services.

IRC offers workshops, consultation, and short documents on campus network products.

The International House/Phillips-Hawkins Residence Hall

The International House/Phillips-Hawkins Hall is a residential community on the UNCG campus open to all students who have an interest in living and learning about people from other parts of the world. In addition to international students studying at UNCG, the International House should be of particular interest to American students who have participated or wish to participate in study abroad or for students who wish to improve their foreign language skills. Operated in close collaboration with the Office of International Programs, the Departments of Romance Languages and German, Russian, and Japanese, the INTERLINK Language Center, and the

International Student Association, and with the guidance of an advisory board of Faculty Fellows, the House offers a rich program of language learning, cultural orientation and social activities with an international flavor.

For more information, contact the Office of International Programs, 336/334-5404.

International Programs Office (112 Foust)

The Office of International Programs provides leadership and coordination of the University's international education efforts. The Office administers student and faculty exchange programs between UNCG and partner universities abroad; assists students and scholars who seek funding for international activities; and provides support services and programming to UNCG's growing international student population. The Office also coordinate The University of North Carolina Exchange Program (UNC-EP) on behalf of the UNC System.

Study Abroad. The Office promotes and conducts UNCG's various Study Abroad programs (see p. 225), and provides counsel to students seeking to spend part of their educational program overseas. Students are encouraged to make use of Office resources as they plan their international experiences.

International Student Services. The International Student Advisor and staff assist international students in making the experience of international education a rewarding one. Staff members provide information about Immigration and Naturalization Services (INS) regulations, and University/community resources. The Office also coordinates and supports UNCG's INTERLINK Program, which provides high quality English as a Second Language instruction to students needing language preparation before beginning their university studies (Mendenhall Basement, 336/334-4700).

Learning Assistance Center (159 Reynolds Hall)

The Learning Assistance Center provides programs and services to help undergraduates improve their academic performance and achieve their educational goals. Free services for all undergraduates include: advising/counseling, tutoring, academic skills assessment, learning style assessment, academic skills workshops and learning assistance handouts and brochures. Hours are Monday - Thursday, 1:00pm - 9:00pm, and Friday, 8:00am - 5:00pm. For further information on programs and services, call 336/334-6854.

Library, Walter Clinton Jackson

Located centrally, Jackson Library towers over other campus buildings.

The Library now owns over 2,460,000 items including 660,000 federal and state documents and 890,000 items in microtext. It subscribes to approximately 5,300 newspapers, periodicals, and other serials. Access to more than 80 online full-text and bibliographic databases, hundreds of CDROM databases, and the Internet vastly expands the information resources available to students and faculty. The Library's Home Page on the World Wide Web at http://www.uncg.edu/lib/ is an excellent starting point for learning about all Library services and resources. Collections include a generous selection of reference resources, bibliographies, periodicals, and materials reserved for class assignments.

The Library includes reading rooms, carrels and study areas in the stack sections, and faculty studies. Two special facilities are worth noting: the CITI (Center for Information Technology and Instruction), a computer lab frequently used for instruction; and Computing and Information Systems' SuperLab, an open computer lab with 90 PC's and Macs available for use by UNCG students, faculty, and staff. Both labs are located on the first floor in the Tower area.

Staff members are always available to provide information and assistance. Specialized services offered by the staff include orientation tours and instruction in how to use library and electronic information resources. Information about most library materials may be accessed through JACLIN Plus, the online system.

Special collections include historical physical education materials; cello music collections; the Randall Jarrell Collection; the Lois Lenski Collection; the Woman's Collection; collections devoted to the history of dance, the book as an art form, and modern private presses; and a notable collection of rare books in several fields.

The Library is a depository for the University archives and for material relating to the history of UNCG and is a selective depository for U.S. government documents as well as a depository for State documents. It also houses limited spoken-word and leisure-listening music record collections.

In addition to its own book collections, the Library is able to borrow, by means of interlibrary loan, material from other libraries for faculty and graduate research. Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.

All students cross-registered in the Greater Greensboro Consortium have direct lending access to the libraries of these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Orientation for New Undergraduates (155 Elliott University Center)

The Office of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to the campus and to assist with the transitional process into the UNCG community. Programs have been designed to meet the needs of traditional and nontraditional students. Orientation activities include academic advising and registration for classes along with tours of the campus, informal discussion groups with faculty, and general information sessions facilitated by upperclass students. French, Latin and Spanish language placement tests are given at this time.

Students entering UNCG in the fall semester are expected to participate in the summer orientation program, STEP AHEAD, which occurs the latter part of June, and a fall program, which takes place a few days prior to classes beginning in August. Likewise, orientation programs are planned for students entering in January, a few days prior to the beginning of classes for the spring semester.

Parking Services Office (Walker Avenue Parking Deck)

University Parking Permits may be obtained from the Parking Services Office. Parking permits are valid for the academic year. Permits purchased later in the year are prorated. Please call 336/334-3340 for current permit fee information.

Special Support Services (109 Park)

Special Support Services is an educational support program sponsored by the U.S. Department of Education and UNCG.

The program, designed to improve academic performance, offers a variety of services: tutoring for a variety of courses, supplementary instruction in writing and mathematics for English and mathematics courses, a skills lab for reading and study skills improvement, computer literacy and word processing, academic advising and career and personal counseling. Enrollment can occur during any undergraduate year for eligible students with continuing access to services until graduation or entrance into graduate school. Services are tailored to individual need and are free of charge.

Speech and Hearing Center (300 Ferguson)

Students with speech, language, voice, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the Communication Sciences and Disorders Department.

Student Academic Services (159 Mossman)

The Office of Student Academic Services coordinates faculty advising and provides academic support services.

The Office offers assistance in the following areas: academic good standing (probation/suspension), appeals and advisor assignments; changing a major; CLEP exams; consortium courses; correspondence courses; declaring a major, double major or minor; degree audit preparation; learning assistance; ROTC; study abroad; summer transfer credit; and withdrawal from the University.

The Office also reviews undergraduate student requests for all University policy exceptions.

Student Affairs Office (149 Mossman)

The Office of Student Affairs provides coordination and oversight for a number of departments concerned with the quality of student life at UNCG. Those include Campus Recreation, Career Services, Counseling and Testing Center, Disability Services, Elliott University Center, Housing and Residence Life, Minority Student Affairs, Orientation, Student Activities, and Student Health Services. Student Advocacy Services and Judicial Affairs are found in the Office of Student Affairs. The work of Student Affairs emerges from student ideas, interests, and concerns.

Student Evening Services (105 EUC)

Student Evening Services provides limited assistance for Admissions, Cashier, Financial Aid, Graduate School, Student Health Services, Postal Services, University Registrar, Student Academic Services, Student Affairs, and Traffic Records during evening hours.

Student Evening Services is located at 105 Elliott Center and is open 5 - 8 p.m., Monday through Thursday. Students may call SES at 336/334-4290.

Student Health Services (Gove Student Health Center)

The mission of the Student Health Services is to maintain the physical, psychological, environmental and health education needs of UNCG students. This mission is fulfilled through the delivery of comprehensive, primary, preventive and educational services which are responsive, accessible and of high quality. As a health organization operating within an academic institution, the Student Health Services is also committed to the support of the educational, research and service missions of the University. This commitment is demonstrated through the participation in and support of programs and activities which enhance the overall well-being of the University community.

Medical Services. Students are encouraged to have their personal physicians communicate specific medical information about significant health problems, physical limitations and psychological or emotional difficulties so that appropriate health services can be continued. Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Service by appointment (336/334-5334) or walk-in during regular clinic hours (8:00 am - 8:00 pm, Monday through Friday; 9:00 am - noon, Saturday; 6:00 pm - 9:00 pm Sunday) to provide students with primary medical care, including gynecological, and sports medicine. Clinical support services include laboratory, x-ray and pharmacy services.

Wellness Center. The Wellness Center interacts with students to encourage healthy lifestyle decisions and enable more informed health care choice. Both individual and group consultation are available to address a wide range of topics, including fitness, nutrition, sexuality, sexual victimization, sexually transmitted diseases, substance misuse, self-esteem and self-image problems, stress management and many others. For more information, call 336/334-3190.

Counseling and Testing Center. The primary service of the Counseling and Testing Center is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a therapist is strictly confidential and will not be released without the student's written permission. The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned with the welfare of someone they know to be experiencing difficulty, such as another student, family member, etc. We are also available to the University community to provide consultation and assistance in developing a campus environment that fosters positive mental health. The Counseling and Testing Center also administers standardizes educational testing, including the National Teacher Exam (NTE/PRAX(IS), the Graduate Record Exam (GRE), the Graduate management Admission Test (GMAT), the Law School Admission Test (LSAT), the Graduate School Foreign Language Test (GSFLT), Miller's Analogy Test (MAT), and the College Level Examination Program (CLEP). Applications and information on these and other testing programs are available in the Counseling and Testing Center at 336/334-4156.

Students enrolled for nine or more hours pay a Student Health Fee each semester. This fee pays for medical office visits and Health Education and Wellness Programs and services.. Additional charges are assessed for some support services, such as laboratory procedures, pharmaceutical items and x-rays. Students who take less than nine hours may elect to pay the fee or may choose to be seen on a "fee-for-service" basis at a rate comparable to charges in the local medical community.

Students referred for hospitalization, specialty care and diagnostic services not offered through the Student Health Service are responsible for the cost of these services. Students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical expenses. A cost-effective health insurance policy, designed specifically for a student population, is available to health-fee paying students. For more information, please contact the Student Health Services' Administrative Office, 336/334-5340, between 8:00 am and 5:00 pm, Monday through Friday.

University Registrar's Office (180 Mossman)

The Office of the University Registrar (336/334-5946) is responsible for the registration of all students in courses offered by the University. Registration is web-based or by voice response on the University's automated student information system, *uncGenie*. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling and processing are handled by this office. In connection with registration, the University Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students.

Other services provided by this Office include the following:

Certifications. The University Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility are also certified by this office.

Change of Address or Name. All University-related mailings access the demographic files maintained by the University Registrar's Office. A student can make updates to his/her demographic information on the web by accessing *uncGenie;* presentation of a legal document is required in order to process a name change.

Graduation and Commencement. Undergraduate students must apply to the University Registrar's Office by the semester deadlines published in the University Calendar in order to be certified for graduation. The University Registrar's Office coordinates the ordering of diplomas and Commencement activities.

Reactivation of Returning UNCG Students. Returning students who have been out of school for at least one semester and who have not attended another institution of higher learning since leaving UNCG, may apply through the University Registrar's Office to have their files reactivated. Reactivation deadlines are published in the semester Schedule of Courses and in this Bulletin (p. 12).

Transfer Articulation Credit. The University Registrar's Office provides transfer credit evaluation for students transferring into the University.

Transcripts. The University Registrar's Office will provide an official transcript to any student upon written request. Both transcript pick-up, mailing and fax services are available. There is a fee for the issuance of a transcript. Call 336/334-5945 or visit the University Registrar's website for complete instructions on obtaining transcripts.

University Directory. The demographic files maintained by the University Registrar are also published in the University Directory.

Unless a student requests in writing to the contrary the University is permitted to release the following types of information without consent:

name, address, telephone number, date of birth, dates of attendance, major, degree, and honors information

Under the Family Rights and Privacy Act, a student has the right to request that the disclosure of this information be withheld as long as he/she is enrolled at the University. The above information may be released without permission for students no longer enrolled at UNCG.

If a student wishes to have his/her address and phone number omitted from the University Directory, the student should contact the Registration Center. A form requesting supression of this information must be filed **by September 1 of each year** in the Registration Center in order to avoid having the information published in the University Directory.

Information regarding grades and grade point averages is never released to agencies outside the University without the written consent of the student.

Veterans' Certification. See information on p. 17.

University Teaching and Learning Center (UTLC) (McNutt)

This center provides instructional support for students and faculty at UNCG through three divisions and the Office of the Director.

Creative Services provides production of audio, video, graphic, and photographic materials for use by faculty in instruction and research. Staff of this division will also consult with faculty concerning various aspects of desktop publishing and multimedia production and presentation.

Classroom Technical Support provides a variety of support services to faculty including repair and maintenance of instructional and research equipment, training in the operation of instructional equipment, and design and installation of instructional presentation systems.

Media Services provides services related to the circulation of instructional videotapes and equipment, small group videotaping and viewing, optical mark scanning for test scoring and data collection, the sale of selected instructional supplies, and K-12 print materials. Instructional equipment and instructional videotapes are available to students with written permission on departmental letterhead and to faculty for classroom use. In addition to the instructional collection, an entertainment collection of 1500+ feature videotapes is available for free loan to the campus. Some restrictions may apply.

The Instructional Development Program, through the Office of the Director, assists faculty in enhancing teaching skills, improving courses, and resolving instructional problems. The office sponsors seminars, workshops, and teleconferences and also offers individual consultation. The office also administers several grants including the Instructional Development Fund, the Faculty Instructional Development Minigrants, and the John and Mary Hamil Fund for Innovation in Undergraduate Education.

Veterans' Services

Veterans' enrollment certification is handled by the University Registrar's Office. See page 17 for more information.

CAMPUS OPPORTUNITIES

Campus Life

The University and all its resources are organized to offer students an academic experience of the first order and to provide as well opportunities for personal development beyond the classroom through recreational, social, and cultural programs on campus.

The following list of calendar excerpts represents only a portion of the activities scheduled on campus during 1997-98:

UNCG Open House (Preorientation program for prospective students)
UNCG Theatre
African-American History Events
Women's History Celebration
Homecoming
Luminaire Display
UNCG Symphony Orchestra
Athletic Events
Video Programming
UNCG Studio Theatre
Touring Performing Arts
Family Weekend
Spring Fling
Career Days
Martin Luther King, Jr. Celebration

Elliott University Center

Named for Harriet Wiseman Elliott, the University Center is the campus union at UNCG, serving as the community center of the campus for all members of the University. The Center provides space for many student organizations including Student Government, Campus Activities Board, campus media, fraternity and sorority governance groups, and various other activity groups as well as the offices of Minority Student Affairs, Disabled Student Services, ACES, and Orientation/International Student Services. Other service functions located in the building include a micro-computer lab, the registration center, the University Book Store, the University Box Office, a copy center, a convenience store, and a variety of food services including Pizza Hut, Taco Bell, Mrs. Field's Cookies, vending machines, catering, and the many offerings in the Soda Shop and Dogwood Room.

Self-realization and growth in individual competency and group effectiveness is learned through student participation in the planning and execution of the Center's programs and services. Art exhibits, films, concerts, lectures, parties, dances, leadership development seminars, and community service opportunities represent only a segment of program offerings to the campus. Services as varied as providing lockers for commuting students, a ride board for riders and drivers, selling tickets for various events on- and off-campus, and providing information on campus events are another part of Elliott University Center's daily operations. In addition, the Center provides a Game Room equipped with billiard tables and the latest in video machines, television viewing rooms, lounges for study and informal gatherings, and an automatic teller machine. The Center provides information, activities, or simply a place for relaxation for the entire University community.

Weatherspoon Art Gallery (Anne and Benjamin Cone Building)

The Weatherspoon Art Gallery, located on campus in the Anne and Benjamin Cone Building at Spring Garden and Tate Streets, features an outstanding collection of 20th-century American art. More than 4,500 works of art in the Weatherspoon Collection are available for exhibition and study. Willem de Kooning, Louise Nevelson, Robert Rauschenberg, Alexander Calder, and Andy Warhol are just a few of the recognized artists represented. The gallery schedules more than 20 exhibitions each year and also offers a showcase for student and faculty work. The annual *Art on Paper*

exhibition, sponsored by the Dillard Paper Company (now xpedx), has earned a national reputation.

The Weatherspoon Art Gallery exposes the UNCG community and the greater Piedmont North Carolina community to both traditional and experimental art in all media, and offers public opening receptions, lectures, children's programs, and special events, as well as membership and volunteer opportunities. A museum shop, The Inside Corner, offers unique gifts.

The gallery is free and open to the public. Call 336/334-5770 for additional information.

University Concert/Lecture Series (UC/LS)

Each year the University Concert/Lecture Series brings to the campus exciting and innovative programs by touring performing artists. A committee of students, faculty and staff members advises the Office of Student Activities, which selects performances and sets schedules. Tickets for all programs in the series are available afternoons at the University Box Office (336/334-4849).

Music Performance Organizations

All music performance organizations are open to all University students by audition.

Chamber Singers
Collegium Musicum
Jazz Ensembles
Percussion Ensemble
Men's Glee Club
Women's Glee Club
Show Choir
20th Century Players
University Chorale
University Concert Band
University Symphony Orchestra
University Wind Ensemble
University Women's Choir
West African Music Ensemble

Chamber ensembles for instrumentalists are organized each semester.

University Dance Programs

The UNCG Department of Dance provides performance, choreographic, and production opportunities for qualified undergraduate and graduate students. Most concerts are produced in the Department's own dance theatre, a 180-seat state-of-the-art facility in the Health and Human Performance Building. The Department produces 5-10 concert programs each semester, with choreography by students, faculty, and guest artists. Auditions for performers are held at the beginning of each semester; other performing opportunities are available by registering for Dance Repertory (DCE343). Students who wish to participate in backstage crew work may register for the appropriate course or contact the Technical Director. There are limited opportunities for students not enrolled in choreography classes to present their choreography; interested students should contact the Department office.

University Theatre Programs

The Theatre Unit of the Department of Broadcasting/Cinema and Theatre has five production programs. These programs present a balanced selection of works each year involving plays, a musical, and an opera. Plays include works selected from a four year rotation among the significant periods and genres of drama and also include works designed for young audiences. These plays offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of NCTYP professional productions and a few professional guest artists, roles are reserved for students and are not cast from non-student community residents.

UNCG Theatre

Four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

Studio Theatre

Three plays are usually presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within the Taylor Building Studio Theatre or Curry Auditorium and are directed by M.F.A. directing candidates or faculty.

Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows; and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted in the Green Room on the first floor level of the Taylor Building. Productions are scheduled in either Curry Auditorium or the Taylor Building Studio Theatre at 3:30 p.m. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

North Carolina Theatre for Young People

The North Carolina Theatre for Young People (NCTYP) Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. In addition, each semester NCTYP produces a major, non-touring production on campus.

Summer Theatre Program

The UNCG Summer Theatre Program produces a series of plays which are presented on campus during June. The program is designed to meet the educational needs of students, especially BFA and MFA candidates who are completing internship requirements. Auditions are open to any enrolled student, however, and summer term practicum courses are available for non-majors.

Student Government

Authorized by the UNCG Board of Trustees and faculty, the Student Government (SG) is another form of continuous education in action. SG is UNCG's way of implementing the idea that self-government is appropriate for mature students. Operating with a constitution written and accepted by students, it represents an effective means through which students share with the administration and faculty the responsibility for creating and maintaining an atmosphere conducive to total education of the student. SG is represented on faculty-administrative committees that are concerned with current evaluations of academic, social, and student welfare policies.

It is understood that matters relating to academic questions, the health of the UNCG community, the control of property, and special cases of discipline are handled by the faculty and administrative officers of UNCG.

Information about Student Government honor policy, judicial policy, or social regulations may be found in the UNCG **Policies for Students.**

Student Media

The Carolinian— UNCG student newspaper, published twice a week on Tuesday and Thursday

The Coraddi— UNCG student literary magazine

Radio Station— WUAG, the UNCG radio station, is student operated under the University Station Administrative Board. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extracurricular radio experience for those interested in broadcasting. WUAG broadcasts daily from 7:00 a.m. to 1:00 a.m. at 103.1 FM.

CLUBS AND ORGANIZATIONS

Campus organizations recognized during the 1997-98 academic year are listed below. The UNCG Student Handbook contains detailed descriptions and membership information on formally recognized student organizations and activities.

Honorary Societies

Alpha Delta Mu (Social Work)
Alpha Lambda Delta (Freshmen)
Alpha Psi Omega (Drama)
Alpha Sigma Gamma (Real Estate)
Beta Alpha Psi (Accounting)
Beta Beta Beta (Biological Sciences)
Beta Gamma Sigma (Business)
Chi Sigma Iota (Counseling)
Delta Pi Epsilon (Graduate)
Eta Sigma Gamma (Health Education)
Eta Sigma Phi
Gamma Sigma Alpha (Greek)
Gamma Theta Upsilon (International Geographical Honor Society)
Golden Chain (campus honorary society recognizing leadership, scholarship, and service)
Kappa Delta Rho (Education)
Kappa Omicron Nu
Mu Phi Epsilon
Omicron Delta Epsilon (Economics)
Phi Alpha Theta (History)
*Phi Beta Kappa (liberal arts degrees including liberal BS)
Phi Sigma Pi National Honor Society
Phi Sigma Tau (Philosophy)
Pi Delta Phi (French)
Pi Mu Epsilon
Sigma Theta Tau (Nursing)
University Marshals
Upsilon Pi Epsilon (Computing Sciences)

**UNCG is one of only six higher education institutions in North Carolina approved to have a chapter of Phi Beta Kappa.*

General Organizations

Able-Disabled Students in Action
Campus Activities Board
Civil Liberties Union
Cliché
College Democrats
College Republicans
Commuter Students Association
Environmental Awareness Foundation
Film Union
Gay, Lesbian, and Bisexual Students' Association
Graduate Student Association
Habitat for Humanity
International Students Association
NAACP
Neo Black Society
Operation Smile Student Association
Residence Hall Association
Science Fiction Fantasy Federation (SF3)
Spanish-American/Latino Student Association
Sports Car Club
Students for a Free Tibet
Student Government Association
Swim Club
Vegetarian Club

National Societies and Professional Groups; Departmental Clubs

American Association of Family and Consumer Sciences
American Association of Textile Chemists and Colorists
American Society of Interior Designers
Anthropology Club
Association for Computing Machinery
Association for Students in Psychology
Association for the Education of Young Children
Association for Leisure Studies
Association of Nursing Students
Biology Club
Biology Graduate Students Association
Black Business Students' Association
Black Nursing Student Association
Bryan Student Advisory Council
Classics Club
Clothing and Textiles Club
Co-ed Cheerleading and Mascot Team
Communication Society
Communicators (IABC)
Counselor Education Student Association (CESA)
Delta Sigma Pi (Business)
Economics Club
English Club
Finance, Insurance and Real Estate Society
Foods and Nutrition Club
Geography Club
Graduate Music Student Association
History Club
HIstory Graduate Club
Intercouncil Advisory Committee (HES)
Legal Professions Club
Library and Information Studies Student Association
Masqueraders
MBA Association of UNCG
MPA Alliance
Model United Nations Association
National Art Education Association
National Association of Social Workers
National Student Speech, Language and Hearing Association
NC Teaching Fellows
Nutrition Graduate Students' Association
Peer Health Education Program
Phi Mu Alpha Sinfonia
Philosophy Club
Political Awareness Club
Prime Movers Dance Club
Skeptical Chymists
Sociology Club
Sports Medicine Club
Student Art Alliance
Student North Carolina Association of Educators (SNCAE) (Phi Sigma Nu)
The Success Club
University Association of Educators for the Deaf

Religious Organizations

Alternative (nondenominational Christian)
Baha'i Club
Baptist Student Center
Campus Outreach
Catholic Student Fellowship
Grace Reformed Fellowship
Hillel
Inter-Varsity Christian Fellowship
Latter Day Saints Student Association
New Generation Campus Ministry
Nurses Christian Fellowship
Praise Ministries/UFOBIC
Presbyterian Campus Ministry
Spartan Christian Fellowship
St. Mary's House (Episcopal)
Wesley-Luther Campus Ministries (Methodist-Lutheran)

Greek Organizations

The Greek system at UNCG offers students a channel for social growth and organizational leadership, drawing strength from its own diversity. For those students who wish to pursue membership, the fraternities and sororities at UNCG offer a positive educational and social experience and provide an extra dimension to campus life.

Administration of the Greek system is conducted through the Office of Student Activities in Elliott Center. For further information about sororities and fraternities, please contact the Student Activities Program Office at 334-5617 or speak with officers of the individual organizations. A full list of these organizations follows:

Fraternities (National Interfraternity Council)

Kappa Delta Rho
Lambda Chi Alpha
Pi Kappa Phi
Sigma Nu
Sigma Phi Epsilon

Sororities (Panhellenic Association)

Alpha Chi Omega
Alpha Delta Pi
Chi Omega
Phi Mu
Sigma Sigma Sigma

Fraternities and Sororities (National Pan-Hellenic Council)

Alpha Kappa Alpha
Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi
Phi Beta Sigma
Sigma Gamma Rho
Zeta Phi Beta

Service Organizations

Alpha Phi Omega (National Service Fraternity)
Circle K International
Gamma Sigma Sigma (National Service Sorority)
Rotaract Club
S.T.A.R. (Students Taking Active Responsibility)
Students of Action
University Ambassadors

Club Sports

Equestrian Club
UNCG Fencing
Snowboarding Club
Spartan G's Dance Team
United Martial Arts Club
University Club Sports Council
Women's Club Soccer Team
Women's Lacrosse

ATHLETICS & RECREATION

On-campus facilities include gymnasia, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, a six-hole golf course, ten lighted tennis courts, and playing fields for soccer, field hockey, softball, rugby, and flag football.

Intercollegiate Athletics

The University fields eight men's and eight women's teams:

Men's & Women's Soccer
Women's Volleyball
Men's & Women's Basketball
Men's & Women's Tennis
Men's & Women's Golf
Women's Softball
Men's Baseball
Men's and Women's Cross Country
Men's and Women's Track
Men's Wrestling

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division I and the Southern Conference.

The goal of the Athletic Department is to offer a competitive schedule regionally while striving toward national recognition. Men's soccer, baseball and basketball, and women's volleyball, basketball, soccer and tennis have all been involved in post season NCAA championship play. Men's soccer won national titles in 1982, 1983, 1985, 1986 and 1987. Women's basketball finished second in national competition in 1982 and third in 1988. Women's tennis finished second in 1983. Men's soccer was national runner-up in 1989. Men's basketball made an NCAA appearance in Division I in 1996.

Equity in Athletics. Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNCG's intercollegiate athletics programs may be obtained from the UNCG Athletic Department, 337 HHP Building, UNCG, Greensboro, NC 27402.

RECREATION

Campus Recreation (Student Recreation Center)

Located in the Student Recreation Center, the Department of Campus Recreation provides a wide variety of recreational services for the University including intramural sports, fitness programs, informal recreation, club sports and outdoor recreation. The Rec Center covers 86,900 square feet and includes a 38' indoor climbing wall, a three court gymnasium for basketball, volleyball, soccer and badminton, a jogging track, racquetball courts, a weight room that includes Cybex and free weights, exercise areas that include bikes (upright and recumbent), cross country skiers, rowers and stair climbers. The second floor aerobic area includes two televisions for workout entertainment. The Department also employs a large number of students as facility supervisors, fitness instructors, lifeguards, graphic artists, intramural officials, office receptionists, outdoor rental center supervisors, climbing wall monitors, and outdoor trip leaders.

Additionally, the University's swimming pool, golf course, tennis courts, and outside fields are available for informal recreation throughout the day. Construction of the recreation park, which will be located south of the new baseball stadium, should be completed by the fall of 1998 and ready for student use in the spring of 1999.

A schedule of building hours and program information can be obtained at the Student Recreation Center or by calling the recorded information line at 336/334-3060.

The Fitness Program offers numerous opportunities for individuals to participate in aerobic classes, which are held in the fitness studio (on a daily basis), at the Student Recreation Center and in the Rosenthal Pool for the aqua aerobics classes. The Individual Fitness Program (IFP) offers a personalized program that includes fitness assessment, evaluation, goal setting, and recommendations regarding on-going fitness activities. Two non-credit activity classes have become popular additions to the Fitness Program and include Power Yoga and Tai Chi Chuan. For participants needing a little assistance and motivation, Personal Trainers are also available for a small fee through the receptionist on the fourth floor of the SRC.

The Outdoor Adventures Program is comprised of three components: Outdoor Trips, The Edge (a 38' indoor climbing wall) and the Outdoor Rental Center. **The Trip program** offers Kayaking, Hiking, Rock Climbing, Canoeing, Caving, Ice Climbing, Cross Country Skiing and more. For a personal trip in the outdoors, basic equipment for hiking and camping is available at **the Rental Center,** which is located in the front lobby of the Student Recreation Center, and is supported by a Resource Center that offers state and local trail information. The Rental Center also rents Roller Blades for day or weekend use. **The Edge** is open for free climbing for UNCG students and Rec Center members.

Intramural sports for men and women include volleyball, basketball, billiards, bowling, flag football, golf, racquetball, indoor and outdoor soccer, softball, table tennis, tennis, badminton, and three-on-three basketball. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all aforementioned sports. The Office of Campus Recreation also sponsors special events including: Fall Kickoff, Jitters Jog, Fall and Spring Golf Classics, Turkey Trot, Ultimate Frisbee, Three Point Shot, Free Throw contest, and a Late Niter at the Student Recreation Center.

Club sports are offered for interested students in Equestrian, Men's and Women's Soccer, Fencing, Dance, Men's and Women's Lacrosse, Martial Arts, and Men's Volleyball. Students interested in forming a club are invited to contact the Assistant Director for Club Sports at 334-5924.

UNCG students, faculty, staff and alumni are encouraged to join the Student Recreation Center for many great fitness and recreational opportunities.

Piney Lake Field Campus

Piney Lake is a 40-acre field campus located eight miles south of Greensboro. It is used by UNCG students, faculty, staff members, their families and guests for outdoor recreation. The facility includes two lakes, one for swimming, canoeing, and fishing, and the other for fishing only. A picnic pavilion, picnic tables and BBQ grills are located next to the beach and swimming area. Other recreational activities include sunbathing, volleyball, horseshoes, table tennis and hiking. Eight sleeping cabins and a lodge capable of accommodating 64 people are available. The School of Health and Human Performance uses the field campus for instructional programs in camping and outdoor/environmental education as do other departments and schools for instructional work in outdoor laboratories.

Piney Lake operates a Summer Day Camp for children ages 6-11 from June to August. The focus of the camp is Outdoor Environmental Education.

Piney Lake is open daily from April 1 to September 30 for Open Recreation. It is open year round for group reservations. Piney Lake is open on all holidays during the Open Recreation period.

Maps to Piney Lake are available at EUC Information Desk and the Campus Recreation Office. For more information about Piney Lake, call the Director, 336/274-4216.

ALUMNI, UNIVERSITY ADVANCEMENT, AND FRIENDS OF UNCG

Alumni Affairs

UNCG's Office of Alumni Affairs works to foster alumni interest in and loyalty to the University by providing programs and activities which involve alumni with UNCG. The Office serves as the University's central point of contact for alumni and coordinates alumni involvement in admissions programs, homecoming, career networking, and, with the Alumni Association, develops programs and activities that lead current students to involvement as alumni.

Alumni House

Described as "a link, actual and sentimental, with the beginnings" of the University, the Alumni House stands on the site of Guilford Hall, one of the four original buildings on campus. Completed in 1937 at a cost of nearly $160,000, the colonnaded structure follows the architectural style of Homewood, the Charles Carroll mansion on the campus of Johns Hopkins University.

The Alumni House provides rooms for receptions, parties, and meetings for the University community and Association members. It also houses offices of the Division of University Advancement and the offices of the Alumni Association.

Alumni Association

Organized in 1893 and incorporated in 1909 to promote education, the association works to advance the interests of UNCG and encourage cooperation of alumni in the work of the University. Annual and Life memberships are available to alumni and friends.

Development Office

The Development Office develops and manages programs leading to gifts from alumni, friends, corporations and foundations to support the University's faculty and students.

Advancement Services Office

The Advancement Services Office is responsible for managing biographic, gift, and other information on alumni, friends, corporations, and foundations to support activities of the Division of University Advancement, the UNCG Alumni Association, and various University departments.

Office of Information Services

The University's official public information office provides a centralized news service for the campus. The office writes news and feature stories, coordinates press coverage, sets up press conferences, and provides related services in public information and public relations. The office also operates UNCG Infoline, the UNCG Radio Newsline, and coordinates the University Speakers Bureau.

Annual Programs Office

The Annual Programs Office coordinates the solicitation of annual gifts from alumni and friends for the **UNCG Excellence Fund.** Gifts to the UNCG Excellence Fund provide ongoing support for immediate needs, including scholarships, faculty support, curriculum improvements (e.g. study abroad, new technology for classrooms, etc.), and opportunities for students.

Friends of UNCG

UNCG is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community, and friends of the University throughout North Carolina give to and receive from UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG's continuing education programs, special seminars, University Concert/Lecture Series, and student productions and concerts receive community patronage and enthusiastic support. In addition, business and civic leaders and interested individuals join forces with UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG's friends and supportive groups are the following:

Friends of the Library

Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the book collection and the nationally recognized Woman's Collection, bringing speakers to campus, and providing library services to the entire community.

Weatherspoon Gallery Association

Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions, and offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

Angels of the UNCG Theatre

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

UNCG Musical Arts Guild

Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships, and assisting with musical programs and projects and the purchase of recordings and specialized equipment.

Human Environmental Sciences Foundation

Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Human Environmental Sciences. Present endowment is slightly over $2,545,000.

The UNCG Excellence Foundation

Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service, and research at UNCG." Present endowment exceeds $19,000,000.The fund supports six Excellence Foundation professorships as well as scholarships, fellowships, academic programs and other University endeavors.

The Spartan Club

The Spartan Club was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds or student fees are utilized.

Part 9 University History and Personnel

The History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Greensboro is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through Legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex -officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Constituent Institutions of the University

Appalachian State University (Boone)
Founded 1899
UNC SYSTEM: 1972

East Carolina University (Greenville)
Established 1907
UNC SYSTEM: 1972

Elizabeth City State University (Elizabeth City)
Established 1867
UNC SYSTEM: 1972

Fayetteville State University
Established 1867
UNC SYSTEM: 1972

North Carolina Agricultural and Technical State University (Greensboro)
Established 1891
UNC SYSTEM: 1972

North Carolina Central University (Durham)
Established 1910
UNC SYSTEM: 1972

North Carolina School of the Arts (Winston-Salem)
Established 1963
UNC SYSTEM: 1972

North Carolina State University (Raleigh)
Founded 1887 as land-grant college
UNC SYSTEM: 1931

Pembroke State University (Pembroke)
Established 1887
UNC SYSTEM: 1972

The University of North Carolina at Asheville
Founded 1934
UNC SYSTEM: 1969

The University of North Carolina at Chapel Hill
Chartered 1789

The University of North Carolina at Charlotte
Established 1946
UNC SYSTEM: 1965

The University of North Carolina at Greensboro
Chartered 1891
UNC SYSTEM: 1931

The University of North Carolina at Wilmington
Established 1947
UNC SYSTEM: 1969

Western Carolina University (Cullowhee)
Founded 1891
UNC SYSTEM: 1972

Winston-Salem State University
Founded 1892
UNC SYSTEM: 1972

In 1985, the **North Carolina School of Mathematics and Science** was granted status as an affiliate of the University of North Carolina.

The Board of Governors of the University of North Carolina

Class of 1999

F. Edward Broadwell, Jr., Asheville
Robert J. Brown, High Point
William T. Brown, Fayetteville
C. Clifford Cameron, Charlotte
Orville D. Coward, Sr., Sylva
John C. Fennebresque, Charlotte
Larnie G. Horton, Sr., Raleigh
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Barbara S. Perry, Kinston
Earl N. Phillips, Jr., High Point
Marshall A. Rauch, Gastonia
Paul J. Rizzo, Chapel Hill
Benjamin S. Ruffin, Winston-Salem
Joseph E. Thomas, New Bern

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G. Irvin Aldridge, Manteo
Lois G. Britt, Rose Hill
John F. A. V. Cecil, Asheville
Bert Collins, Durham
Ray S. Farris, Charlotte
H. Frank Grainger, Cary
Helen Rhyne Marvin, Gastonia
Timothy Keith Moore, Shelby
Maxine H. O'Kelly, Burlington
D. Wayne Peterson, Pinehurst
Jim W. Phillips, Jr., Greensboro
J. Craig Souza, Raleigh
Robert F. Warwick, Wilmington
James Bradley Wilson, Durham

Members Emeriti

James E. Holshouser, Jr., Southern Pines
Samuel H. Poole, Raleigh

Ex Officio

Terry Eaton, Charlotte

Officers of the University of North Carolina

Molly Corbett Broad, B.A., M.A. - President
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Rosalind R. Fuse-Hall, B.S., J.D. - Secretary of the University
William O. McCoy, B.S., M.S. - Vice President - Finance
Clifton B. Metcalf, B.A. - Interim Vice President-Public Affairs
Judith Pulley, B.A., M.A., Ph.D. - Vice President-Planning
Richard H. Robinson, Jr., A.B., LL.B. - Assistant to the President

The History of The University of North Carolina at Greensboro

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name changed to the STATE NORMAL AND INDUSTRIAL COLLEGE.

Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. In 1995, Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, the University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

"W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Currently, UNCG has approximately twelve thousand students—one-fourth of whom are graduate students—and approximately 500 full-time faculty members. UNCG offers six baccalaureate degrees in over 100 areas of study, 12 master's degrees in a wide variety of concentrations, and three doctoral degrees in 13 areas of study. The campus on Spring Garden Street, its original location, has grown to 200 acres and 76 buildings.

The Board of Trustees of The University of North Carolina at Greensboro

Academic Year 1998-1999

Terms Expiring June 30, 1999

F. James Becher, Jr., Greensboro
F. Hudnall Christopher, Jr., Winston Salem
Sue W. Cole, Greensboro
JoAnne Smart Drane, Raleigh
Hubert B. Humphrey, Greensboro
E. J. Yelton, Greensboro

Terms Expiring June 30, 2001

Betty C. Ervin, Morganton
Carol F. Matney, Asheboro
Kenneth C. Mayer, Jr., Greensboro
Martha F. McNair, Winston Salem
Pat Shore, Winston Salem
Thomas R. Sloan, Greensboro

Ex Officio Member (one-year term)

Durenda Johnson, President, Student Government

THE OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Office of the Chancellor

Patricia A. Sullivan, Chancellor, B.A., M.S., Ph.D.
Mary L. Jellicorse, Assistant to the Chancellor, A.B.
Vacant, Executive Assistant to the Chancellor
Lucien Capone III, University Counsel, B.A., J.D.
Nelson E. Bobb, Director, Intercollegiate Athletics, B.S., M.Ed.

Office of the Provost

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Associate Provost
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Associate Provost
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College of Arts and Sciences
Walter H. Beale, Dean, B.A., M.A., Ph.D.
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Joseph M. Bryan School of Business and Economics
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Donald L. McCrickard, Associate Dean, B.A., Ph.D.
School of Education
David G. Armstrong, Dean, B.A., M.A., Ph.D.
Ada L. Vallecorsa, Associate Dean, B.S., M.Ed., Ph.D.
School of Health and Human Performance
Robert W. Christina, Dean, B.S., M.A., Ph.D.
Lynette K. Lawrance, Associate Dean, B.Sc., B.Ed., M.S., Ph.D.
School of Human Environmental Sciences
Helen A. Shaw, Dean, B.S., M.S., Ph.D.
Beatrice K. Pasley, Interim Assistant Dean, B.A., M.S., D.Ed.
School of Music
Arthur R. Tollefson, Dean, A.B., M.A., D.M.A.
James C. Prodan, Associate Dean, B.S., M.M., D.M.A.
School of Nursing
Lynne G. Pearcey, Dean, B.S.N., M.S.N., Ph.D.
Virginia B. Karb, Associate Dean, B.S.N., M.S.N., Ph.D.

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Vacant, Director
Adult Continuing and Evening Students
Brooks G. Graham, Director, B. A.
Division of Continual Learning
John J. Young, Dean, A.B., A.M., M.A., Ph.D.
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International Student Services
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Library
Doris J. Hulbert, Director, B.A., M.A., M.L.S.
Research Services
Vacant, Director, B.S., Ph.D.
Special Support Services
Gertrude S. Ross, Director, B.A., M.S.
Student Academic Services
Robert A. Ross, Director, B.A., M.Ed.
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John J. Young, Dean, A.B., A.M., M.A., Ph.D.
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University Registrar's Office
Ellen H. Robbins, University Registrar, B.A., M.Ed.
University Teaching and Learning Center (UTLC)
Ray C. Purdom, Director, B.S., M.S., Ph.D.
Weatherspoon Art Gallery
Douglas S. Dreishpoon, Interim Director, B.A., M.A., Ph.D.

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Associate Vice Chancellor for Computing and Information Systems
Gary M. Grandon, B.S., M.Ed., Ph.D.
Associate Vice Chancellor for Institutional Planning and Research
Donald J. Reichard, B.A., M.A., Ph.D.
Client Services
S. Denise Cowardin, Interim Director, B.S., M.Ed.
Instructional and Research Computing
John H. Major, Director, B.S., M.Ed.
Management Information Systems
Larry R. Henson, Director, B.A., M.S., M.B.A.
Network Services
Thomas M. Sheriff, Director, B.S.R.E., M.Ed., Ed.D.
Systems and Networks
R. C. Curry, Jr., Director, B.A.

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Vice Chancellor for Business Affairs
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Associate Vice Chancellor for Business and Student Services
Douglas R. Brown, B.S., M.S.
Associate Vice Chancellor for Facilities
Davis B. Lumpkin, B.S.E.E.
Associate Vice Chancellor for Finance
Steven W. Rhew, B.S.
Associate Vice Chancellor for Human Resources
R. Alan Bridge, B.A., M.A.

Office of Student Affairs

Vice Chancellor for Student Affairs
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Associate Vice Chancellor for Student Affairs
Cheryl M. Callahan, B.A., M.Ed., Ph.D.
Assistant Vice Chancellor for Student Affairs
James M. Lancaster, B.A., M.A., Ed.D.
Campus Recreation
Cynthia M. Hardy, Director, B.S., M.A.
Career Services Center
James L. McBride, Jr., Director, B.A., M.A., Ed.D.
Counseling and Testing Center
Vacant, Director
Office of Disability Services
Patricia L. Bailey, Director, B.A., M.Ed., Ph.D.
Elliott University Center/Student Activities
Bruce J. Michaels, Director, B.A., M.A.
Housing and Residence Life
John T. Campbell, Director, B.A., M.S.
Minority Student Affairs
Pamela A. Wilson, Director, B.S., M.S.
Orientation
Krispin W. Barr, Director, B.A., M.A.
Student Health Services
Tresa M. Saxton, Director, B.A., M.P.H.

Office of University Advancement

Vice Chancellor for University Advancement
Richard L. Moore, II, B.S., M.Ed., Ed.D.

Assistant Vice Chancellor for Development
Weston W. Hatfield, B.A., M.A.

Advancement Services
Jill H. Goodman, Director, B.S.

Alumni Affairs
Joan M. Glynn, Director, B.A., M.B.A.

Annual Programs
Leslie Hamby, Director, B.S., M.A.

Information Services
Wilson M. Davis, Director, B.A.

University Publications
Miriam C. Barkley, Director, B.A., M.L.S.

Spartan Club
Bruce Rosengrant, Director, B.A., M.A.

TEACHING FACULTY

This list reflects faculty appointments held during the academic year 1997-1998 and includes promotions that become effective on July 1, 1998.

Jeffrey T. Adams (1985), Associate Professor, German and Russian. B.A., Lycoming College; M.A., Arizona State; Ph.D., Northwestern.

Rebecca G. Adams (1983), Associate Professor, Sociology. B.A., Trinity College; M.A., Ph.D., Chicago.

Treana Adkins Bowling (1987), Adjunct Assistant Professor, Curriculum and Instruction, Associate Director of Teacher Education. B.S., Delaware State College; M.Ed., Salisbury State College; Ed.D., Virginia Polytechnic Institute and State University.

Kathleen Ahern (1993), Lecturer, German and Russian. B.A., Arizona State; M.A., Ph.D., UNC at Chapel Hill.

K. Porter Aichele (1990), Associate Professor, Art. B.A., M.A., Vanderbilt; M.A., Ph.D., Bryn Mawr.

Riad Ajami (1996), Professor, Business Administration, Charles A. Hayes Distinguished Professor of Business; Director of the Center for Global Business Education and Research. B.S., Western Michigan; M.B.A., Portland State; Ph.D., Pennsylvania State.

Kenneth D. Allan (1995), Assistant Professor, Sociology. B.S., Northern Arizona University; M.S., Ph.D., University of California, Riverside.

Stuart D. Allen (1976), Professor, Economics, Department Head. B.A., Wake Forest; Ph.D., Virginia.

Jose Almeida (1966), Associate Professor, Romance Languages. B.A., Baylor; M.A., Ph.D., Missouri.

Roberta Smith Almeida (1993), Lecturer, Biology. B.A., M.A., UNC at Greensboro.

Iluminada Amat (1995), Lecturer, Romance Languages. M.A., Wisconsin.

Kwasi Amoako-Gyampah (1990), Associate Professor, Information Systems and Operations Management. B.Sc., University of Science and Technology (Ghana); M.S., Missouri-Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Cincinnati.

Michael Ananian (1994), Assistant Professor, Art. B.F.A., Rhode Island School of Design; M.F.A., Yale.

Arthur Anastopoulos (1995), Associate Professor, Psychology. B.A., Tufts; M.A., Wake Forest; Ph.D. Purdue.

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Timothy Bucknall (1994), Electronic Information Resources Librarian; B.A., University of Texas at Austin; M.A., M.L.S., U.N.C. at Chapel Hill.
Barbara Beuthien Cassell (1973), Head Catalog Librarian; B.A., M.A. in L.S., Michigan.
Mary Jane Conger (1977), Assistant Catalog Librarian; B.A., Mary Baldwin; M.A., Virginia; M.S. in L.S., U.N.C. at Chapel Hill.
Kathryn M. Crowe (1983), Head Reference Librarian; B.A., Randolph-Macon College; M.L.S., Indiana; M.A., Georgia.
Sarah B. Dorsey (1994), Head Music Listening Center; B.M., Stetson University; M.M., Boston University; M.L.S., Univeristy of Arizona (Tucson).
Marla J . Edelman (1984), Head Serials Librarian; B.A., M.S., Illinois.
William K. Finley (1998), Special Collections Librarian; B.A., The College of William and Mary; M.A., The University of Kentucky; Ph.D., Duke University; M.L.S., The University of South Carolina.
Nancy Clark Fogarty (1970), Assistant Reference Librarian; B.A., M.A., UNCG; M.S. in L.S., U.N.C. at Chapel Hill.
Robert F. Gaines (1974), Documents Librarian; B.A., M.A.T., Vanderbilt; M.S. in L.S., Tennessee.
Robert C. Galbreath (1990), Assistant Director for Collection Management; B.A., Ph.D., Michigan; M.A., Harvard; M.L.I.S., Wisconsin-Milwaukee.
Paul W. Hessling (1986), Assistant Catalog Librarian; B.A., Wabash; M.S. in L.S., U.N.C. at Chapel Hill.
Doris J. Hulbert (1980), Director; B.A., M.A., Montclair State; M.L.S., Indiana.
Robert James (1997), Head Circulation Librarian; B.S., University of Florida; M.L.S., NC Central University.
Catherine K. Levinson (1984), Assistant Reference Librarian; B.A., Stanford; M.A., California State at San Jose.
Lois M. Lietz (1977), Assistant Catalog Librarian; B.A., Agnes Scott College; M.A., Virginia; M.S. in L.S., U.N.C. at Chapel Hill.

Amy J. McKee (1988), Assistant Reference Librarian; B.S., M.L.S., UNCG.
Betty S. Morrow (1985), Assistant Catalog Librarian; B.A., Meredith College; M.L.S., UNCG.
Melissa J. Oleen (1998), Assistant Reference Librarian; B.A., Bethany College; M.L.S., Indiana University.
Nancy B. Ryckman (1977), Assistant Head Reference Librarian; B.A., M.A. in L.S., Michigan; M.Ed., UNCG.
Dana M. Sally (1995), Associate Director, B.A., California University of Pennsylvania; M.L.S., University of Pittsburgh; M.A., Ph.D., U.N.C. at Chapel Hill.
Mark Schumacher (1978), Assistant Reference Librarian; B.A., Stanford; M.A., M.L.S., SUNY at Buffalo.
April I. Wreath (1984), Systems Librarian; B.A., M.A., Illinois; M.S., Simmons.

LIBRARY EMERITUS FACULTY

Martha Williams Ransley (1972), Head Circulation Librarian; Emeritus (1997); Assoc. B.A., Mars Hill College; B.A., Carson-Newman College; M.R.E., Southwestern Seminary; M.S. in L.S., U.N.C. at Chapel Hill.
Emilie Ward Mills (1972), Special Collections Librarian; Emeritus (1997). B.A., M.F.A., UNCG; M.S., Illinois.

ADJUNCT FACULTY

The purpose of adjunct faculty appointments is to recognize the gratuitous contributions and expertise of persons who participate in the teaching and/or research of a given department.

Elizabeth T. Anderson (1994), Adjunct Clinical Instructor, Biology; B.A., M.A. (Program Director, School of Medical Technology, Carolinas Medical Center, Charlotte).
H. Wallace Baird (1973), Clinical Lecturer, Chemistry; B.A., M.D. (Pathologist, Moses H. Cone Memorial Hospital, Greensboro).
Heather J. Barnes (1997), Adjunct Assistant Professor, Exercise and Sport Science; B.S., Appalachian State; M.S., Florida State; M.S., Ph.D., Massachusetts-Amherst.
Patricia E. Barry (1994), Adjunct Assistant Professor, Exercise and Sport Science; B.S., UNC at Greensboro; M.S, Florida State (Coordinator of Secondary Physical Education and Athletics, Montgomery County Public Schools, Montgomery County, Maryland).
Donna G. Basch (1994), Adjunct Clinical Instructor, Biology; B.S. (Program Director, School of Medical Technology, Forsyth Memorial Hospital, Winston-Salem).
LaVonne H. Beach (1983), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, Women's Hospital of Greensboro).
Cynthia A. Bean (1994), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Carolinas Medical Center, Charlotte).
Edward L. Beard, Jr. (1991), Adjunct Instructor, School of Nursing; B.S., M.S. (Associate Vice President Patient Services, Catawba Memorial Hospital, Hickory).
Ruth K. Beesch (1989), Adjunct Assistant Professor, Art, Director of Weatherspoon Art Gallery. B.F.A., M.F.A., Florida.
Kasey P. Bensky (1993), Adjunct Instructor, School of Nursing; B.S.N., M.S.N.A., C.R.N.A. (Clinical Education Coordinator, NC Baptist Hospital Nurse Anesthesia Program, Winston-Salem).
Robert A. Bever (1990), Adjunct Assistant Professor, Biology; B.S., Ph.D. (Senior Director of DNA Typing Laboratories, Genetic Design, Incorporated, Greensboro).
Barbara H. Blake (1992), Adjunct Associate Professor, Biology; B.A., M.S., Ph.D. (Associate Professor, Bennett College, Greensboro)
Jon W. Blank (1997), Adjunct Associate Professor, School of Nursing; B.A., M.D. (Medical Director, Raleigh School of Nurse Anesthesia, Raleigh).
Jeanne C. BIeuer (1993), Adjunct Associate Professor, Counseling and Educational Development, Senior Research Scientist. B.S., M.Ed., Illinois; Ph.D., Michigan.
Anne E. Bolin (1996), Adjunct Associate Professor, Exercise and Sport Science. B.A., M.A., Ph.D., University of Colorado.
Calhoun Bond (1991), Adjunct Assistant Professor, Biology. B.A., Ph.D. (Visiting Assistant Professor, NC State, Zoology).
Cheryl F. Bowman (1994), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).
Fredrick R. Brockschmidt (1992), Adjunct Instructor; School of Nursing; B.S.N., M.A. (Director of Anesthesia Services, Moses H. Cone Memorial Hospital, Greensboro).
Cheryl M. Callahan (1979), Adjunct Assistant Professor, Human Development and Family Studies, Associate Vice Chancellor for Student Affairs. B.A., UNC at Greensboro; M.Ed., UNC at Chapel Hill; Ph.D., UNC at Greensboro.
Sarah M. Campbell (1992), Adjunct Instructor, School of Nursing, Adjunct Assistant Professor, Dance; B.A., M.A. (Massage Therapist, Private Practice, Greensboro).
Nancy L. Cassill (1996), Adjunct Associate Professor, Business Administration. B.S., Purdue; M.S., Indiana; Ph.D., Tennessee-Knoxville.
Barbara Clawson (1993), Adjunct Professor, Human Development and Family Studies. B.S., M.S.H.E., Ph.D. (Faculty Emeritus Human Development and Family Studies).
Tara S. Cleveland (1994), Adjunct Clinical Instructor, Biology; B.A. (Medical Technologist, Forsyth Memorial Hospital, Winston-Salem).
James R. Coates (1996), Adjunct Assistant Professor, Exercise and Sport Science. B.S., M.A., Ph.D., University of Maryland.
Margaret S. Collins (1997), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., UNC of Greensboro (CRNA, Women's Hospital of Greensboro).
Theresa R. Cooper (1995), Adjunct Assistant Professor, Human Development and Family Studies, Assistant Professor, Mathematical Sciences. B.S., St. Mary's Dominican College; M.S., University of Southwestern Louisiana; Ph.D., Louisiana State Univeristy Medical Center.
Benjamin G. Covington (1997), Adjunct Lecturer, Exercise and Sport Science. B.F.A., NC School of the Arts; B.A., UNC at Greensboro.
Raymond Covington, Adjunct Assistant Professor, Educational Leadership & Cultural Foundations; B.A., M.Ed., Ph.D. (Executive Director, Greensboro College Foundation).
Gail D. Crowe (1988), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Director of Clinical Nursing, Medical Park Hospital, Winston-Salem).
Candace S. Culton (1994), Adjunct Clinical Instructor, Biology; B.S., M.A. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).
Linda N. Curtis (1974), Adjunct Assistant Professor, Biology; B.A., M.A., Ph.D. (Visiting Assistant Professor, Elon College).
Michael Cuttler (1994), Adjunct Assistant Professor, Psychology. M.A., New School for Social Research; Ph.D., Kent State.
Robert Davis (1988), Adjunct Professor, Sociology; B.A., M.A., Ph.D. (Director of Institutional Assessment, A&T State University).
Karen B. DeBord (1996), Adjunct Assistant Professor, Human Development and Family Studies. B.S., Virginia Polytechnic Institute and State University; M.Ed., Virginia Commonwealth; Ph.D., Virginia Polytechnic Institute and State University.
Elizabeth K. Dickson (1973), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Director, Carolina Birth Center, High Point).
Mark B. Dignan (1977), Adjunct Associate Professor, Food, Nutrition, and Food Service Management; B.S., M.S., Ph.D. (Associate Professor Department of Family and Community Medicine, Bowman Gray School of Medicine, Winston-Salem).
Carol S. Disque, Adjunct Lecturer, Educational Leadership & Cultural Foundations; B.A., M.Ed., Ph.D. (Vice Chancellor for Student Affairs, UNCG).
David Dollahite (1993), Adjunct Assistant Professor, Human Development and Family Studies, B.A., M.S., Brigham Young; Ph.D., University of Minnesota. (Assistant Professor Brigham Young University).
Joseph B. Dudley (1975), Adjunct Clinical Professor, Biology; B.S., M.D. (Medical Director, School of Medical Technology, Forsyth Memorial Hospital, WinstonSalem).
P. Carolyn Dunn (1988), Adjunct Assistant Professor, Nutrition and Foodservice Systems; B.S., M.S., Ph.D. (Extension Maternal and Youth Nutrition, NC State University, Raleigh, NC).
Carl J. Dunst (1991), Adjunct Professor, Human Development and Family Studies; B.S., M.A., M.S., Ph.D. (Director, Center for Family Studies, Morganton).

Mark L. Failla (1991), Adjunct Professor, Biology, Professor, Food, Nutrition, and Food Service Management, Chair. B.S., St. Francis College; M.S., Ph.D., Indiana.

Thomas Fatyol (1988), Adjunct Lecturer, Exercise and Sport Science, Assistant to Dean, School of Health and Human Performance. B.S., Pittsburgh; M.S., Louisiana State.

Lenora W. Flynn (1994), Adjunct Clinical Instructor, Biology; B.A., M.Ed. (Program Director, School of Medical Technology, North Carolina Baptist Hospital, Winston-Salem).

Elizabeth S. Gaither (1994), Adjunct Clinical Instructor, Biology; B.S., M.B.A. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).

Jacqueline D. Gattis (1994), Adjunct Clinical Instructor, Biology; B.A. (Medical Technologist, Forsyth Memorial Hospital, Winston-Salem).

Robert M. Gay (1972), Adjunct Clinical Professor, Biology; B.A., M.D. (Chief of Pathology and Laboratory Medicine, Moses H. Cone Memorial Hospital, Greensboro).

Heather J. Gibson (1996), Adjunct Assistant Professor, Exercise and Sport Science. B.S., Brighton Polytechnic, U.K.; M.A., Ph.D., Connecticut.

Gary M. Grandon (1986), Adjunct Associate Professor, Information Systems and Operations Management, Associate Vice Chancellor for Computing and Information Systems. B.S., Michigan; M.Ed., Wayne State; Ph.D., Connecticut.

H. William Gruchow (1988), Adjunct Professor, Exercise and Sport Science and Nutrition and Foodservice Systems; Professor, Public Health Education; Director, Institute for Health, Science and Society. B.S., M.S., Ph.D., Wisconsin-Madison.

Diane M. Guinan (1997), Adjunct Assistant Professor, Exercise and Sport Science; B.S., NY- Cortland; M.A., D.Phil., UNC at Chapel Hill.

Joseph W. Hall (1992), Adjunct Associate Professor, Psychology; B.A., M.S., Ph.D. (Associate Professor, University of North Carolina Medical School, Durham).

Wilma S. Hammett (1984), Adjunct Assistant Professor, Housing and Interior Design; B.S.H.E., M.S.H.E., Ph.D. (Interior Design Specialist, North Carolina State University, Raleigh).

Sonja R. Hardin (1994), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., Ph.D. (Director of Critical Care, Catawba Memorial Hospital, Hickory, NC).

Cynthia Hardy (1994), Adjunct Lecturer, Recreation, Parks, and Tourism; Director of Campus Recreation Center. B.S., M.A., Michigan State.

Elizabeth A. Hart (1994), Adjunct Assistant Professor, Exercise and Sport Science. B.S., NY- Cortland; M.A., Wake Forest; D.Phil., UNC at Greensboro.

Vincent Henrich (1982), Adjunct Associate Professor, Nutrition and Foodservice Systems. B.S., Notre Dame; M.Sc., Ph.D., Ohio State.

Nancy J. Higgerson (1993), Adjunct Assistant Professor, School of Nursing; B.S.N., M.A. in Nursing Service. (Vice President of Nursing, The Moses H. Cone Memorial Hospital, Greensboro).

Cynthia J. Hobson (1994), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Carolinas Medical Center, Charlotte).

Michele B. Hodge (1993), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).

Harol Hoffman (1986), Adjunct Professor, Anthropology, Coordinator, Zoo Concepts Program, Assistant Coordinator, N.C. Science and Math Alliance. B.S., Kings College; Ph.D., Pittsburgh.

Vincent L. Hollerich (1992), Adjunct Associate Professor, School of Nursing; B.S., M.D. (Staff Anesthesiologist, Raleigh Anesthesia Associates, Rex Hospital, Raleigh).

Celia R. Hooper (1995), Adjunct Assistant Professor, Psychology; M.A., UNCG; Ph.D., Case Western Reserve.

Regina Hopewell (1998), Adjunct Lecturer, Exercise and Sport Science; B.S., Pennsylvania State; M.S., Ed.D., West Virginia.

Charna K. Howson (1993), Adjunct Lecturer, English, Assistant Director of Research Services, UNCG. B.A., M.A., Indiana State.

Susan M. Hutson (1976), Adjunct Associate Professor, Nutrition and Foodservice Systems. B.A., Ph.D., Wisconsin-Madison, (Associate Professor of Biochemistry, The Bowman Gray School of Medicine, Winston-Salem, NC).

Kimberly L. Jarrett Pulliam (1986), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Associate Director of Nursing, Wesley Long Community Hospital, Greensboro).

A. Patricia Johnson (1995), Adjunct Instructor, School of Nursing. B.S.N., Syracuse; M.A.Ed., Seton Hall; M.A.-Nursing, New York; Fellowship in Finance, Wharton School, University of Pennsylvania (Vice President, Operations, North Carolina Baptist Hospitals, Winston-Salem).

Frances F. Jones (1991), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations, Executive Director, Piedmont Triad Horizons Education Consortium. B.S., Appalachian State; M.Ed., Ed.D., UNC at Greensboro.

Robert E. Jones (1984), Adjunct Assistant Professor, Nutrition and Foodservice Systems. B.A., UNC Wilmington; M.S., East Carolina; Ph.D., Mississippi State (WIC Nutrition Program Director, Reynolds Health Center, Winston-Salem, NC).

Charles M. Kelly (1983), Adjunct Assistant Professor, Biology; B.S., Ph.D. (Director of Parentage Analysis, Genetic Design, Inc., Greensboro).

Carl N. King (1995), Adjunct Assistant Professor, Exercise and Sport Science; B.S., M.A., Ed.D. (Administrative Director, Cardiopulmonary Rehabilitation, Moses H. Cone Memorial Hospital, Greensboro).

Sarah D. Kirby (1998), Adjunct Assistant Professor, Housing and Interior Design; B.S., M.S., Ph.D. (Assistant Professor in Department of Family and Consumer Sciences, NC Cooperative Extension Service, NCSU).

Toni Frye Knight (1988), Lecturer, Curriculum and Instruction, Director, Office of Student Information and Advising, Director of Teaching Fellows. B.A., M.A., UNC at Greensboro.

Patricia K. Koontz (1992), Adjunct Instructor, School of Nursing; B.S. (Public Health Clinical Program Manager, Guilford County Department of Health, Greensboro).

David S. Kosson (1995), Adjunct Assistant Professor, Psychology. M.S., Ph.D., University of Wisconsin-Madison.

Carolyn J. Lackey (1984), Adjunct Professor, Nutrition and Foodservice Systems; B.S.H.E., M.S., Ph.D. (Professor, NC State, Raleigh).

James M. Lancaster (1974), Adjunct Associate Professor, Educational Leadership and Cultural Foundations, Assistant Vice Chancellor for Student Affairs. B.A., M.A., Ed.D., UNC at Greensboro.

Garrett Lange (1994), Adjunct Professor, Psychology. M.A., University of New Hampshire; Ph.D., Pennsylvania State.

Michael Lazorchick (1994), Adjunct Lecturer, Leisure Studies, Director of Piney Lake. B.S., Maryland.

Esther M. Leise (1991), Adjunct Assistant Professor, Psychology. B.S., Maryland; Ph.D., Washington.

John J. Lepri (1985), Adjunct Associate Professor, Nutrition and Foodservice Systems, Associate Professor, Biology. B.S., M.S., Ph.D., NC State.

Sallye A. Liner (1988), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President for Nursing, Forsyth Memorial Hospital, WinstonSalem).

Edward H. Lipford (1994), Adjunct Clinical Professor, Biology; A.B., M.D. (Medical Director, School of Medical Technology, Carolinas Medical Center, Charlotte).

Cheryl A. Logan (1974), Adjunct Professor, Biology; B.A., Southern Methodist; Ph.D., University of California-San Diego (Professor, Psychology).

John B. Longenecker (1989), Adjunct Professor, Nutrition and Foodservice Systems; B.A., M.A., Ph.D. (Director, Institute of Nutrition, UNC at Chapel Hill).

Catherine Lord (1990), Adjunct Professor, Psychology; B.A., Ph.D. (Clinical Director, UNC at Chapel Hill).

Carol B. Lundrigan (1983), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., Ph.D. (Director of Nursing Education, Bowman Gray School of Medicine, WinstonSalem).

Charles H. Lyons (1991), Adjunct Lecturer, Educational Leadership and Cultural Foundations. B.A., M.A.T., Harvard; Ph.D., Columbia.

Carol MacKinnon-Lewis (1995), Adjunct Assistant Professor, Psychology. B.S., Old Dominion; M.S., Ph.D., Georgia.

Beverly B. Maddox-Britt (1988), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations; B.S., M.S., Ed.D. (Associate Director of Research Services, UNC at Greensboro).

Christa M. Madock (1992), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).

Carol Marsh (1996), Adjunct Assistant Professor, Dance. B.A., Stanford; M.A., Harvard; Ph.D., CUNY.

James L. McBride, Jr., Adjunct Assistant Professor, Counseling and Educational Development; B.A., M.A., Ed.D. (Director, Career Services Center, UNCG).

Jacquelyn W. McClelland (1989), Adjunct Assistant Professor, Nutrition and Foodservice Systems. B.S., M.S. Ph.D. (Extension Food and Nutrition Specialist, North Carolina State, Raleigh).

Linda F. McCutcheon (1983), Adjunct Assistant Professor, School of Human Environmental Sciences; B.S., M.S., Ph.D. (Home Economics Extension, North Carolina State, Raleigh).

Martha R. McEnally (1993), Adjunct Associate Professor, Clothing and Textiles; B.A., M.B.A., Ph.D.

Michael McIntosh (1995), Adjunct Associate Professor, Biology. B.S., Ohio; M.S., University of Alberta; Ph.D., Georgia.

Randy Meehan (1993), Adjunct Assistant Professor, Biology. B.S., UNC at Chapel Hill; M.S., Rhode Island; Ph.D., William and Mary.

Debra R. Merritt (1996), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., UNC at Greensboro (Director, Didactic Education and Research, Raleigh School of Nurse Anesthesia, Raleigh).

Grover R. Mims (1994), Adjunct Associate Professor, School of Nursing; M.D. (Associate Professor, Department of Anesthesia, Bowman Gray School of Medicine, Winston-Salem).

Eleanor G. Moon (1992), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., UNC at Greensboro (Psychiatric Nurse Specialist, Alamance Memorial Hospital).

Richard L. Moore, II (1984), Adjunct Associate Professor, Educational Leadership and Cultural Foundations, Vice Chancellor for Development and University Relations. B.S., Eastern New Mexico; M.Ed., Ed.D., Memphis State.

Adelma E. Mooth (1978), Adjunct Professor, School of Nursing; B.A., M.A., Ed.D.

Deborah H. Morgan (1992), Adjunct Assistant Professor, Exercise and Sport Science; B.S., B.A., M.S., Ph.D. (Independent Consultant, Greensboro).

Stephen R. Mosier (1986), Adjunct Associate Professor, Physics and Astronomy, Director of Research Services. B.S., College of William and Mary; Ph.D. Iowa.

Michael L. O'Connor (1994), Adjunct Clinical Associate Professor, Biology; B.S., M.S., M.D. (Associate Professor of Pathology, Bowman Gray School of Medicine, Winston-Salem).

Theresa W. O'Laughlin (1991), Adjunct Clinical Instructor, Biology; B.A., M.A. (Program Director, School of Medical Technology, Moses H. Cone Memorial Hospital, Greensboro).

Richard G. Ouellette (1996), Adjunct Instructor, School of Nursing. Diploma in Nursing, Lynn School of Nursing; Certificate in Anesthesia, North Adams Hospital Anesthesia School; B.S., Emmanual College; M.Ed., Boston State College (Lecturer, North Carolina Baptist Hospitals, Winston-Salem).

Sherlyn H. Owens (1997), Adjunct Instructor, School of Nursing; B.S.N., Alabama; M.S.N., UNC at Greensboro (CRNA, Clinical Education Coordinator, North Carolina Baptist Hospital School of Nurse Anesthesia, Winston-Salem).

Jaime Perez (1995), Adjunct Lecturer, Exercise and Sport Science; Head Athletic Trainer. B.S., M.Ed. (Instructor, Health and Physical Education Department, Marshall University, Huntington, West Virginia).

Jane E. Perrin (1996), Adjunct Assistant Professor, Psychology. M.A., Ph.D., UNC at Chapel Hill; Ph.D., UNC at Greensboro.

Marsha B. Peters (1992), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).

Promod R. Pratap (1994), Adjunct Assistant Professor, Biology; M.S., Indian Institute of Technology; Ph.D., Syracuse (Assistant Professor, Physics).

Kay O. Pugh (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Forsyth Memorial Hospital, Winston-Salem).

Denis Raczkowski (1989), Adjunct Assistant Professor, Psychology; B.S., Ph.D.

Donald J. Reichard (1974), Adjunct Associate Professor, Educational Leadership and Cultural Foundations, Associate Vice Chancellor for Institutional Planning and Research. A.B., Miami of Ohio; M.A., Kent State; Ph.D., Michigan State.

Jeffrey L. Reynolds (1995), Adjunct Lecturer, Exercise and Sport Science; Assistant Basketball Coach, UNC at Greensboro. B.S., UNC at Greensboro; M.S.Ed., James Madison.

Stephen Howard Richardson (1960), Adjunct Professor, Department of Food, Nutrition, and Food Service Management. B.A., M.S., Ph.D., University of Southern California (Department of Microbiology and Immunology, Bowman Gray School of Medicine, Winston-Salem).

Karen F. Ricker (1995), Adjunct Instructor, School of Nursing; B.S.N., M.S.N. (Assistant Director, Raleigh School of Nurse Anesthesia).

Delia M. Ripley (1993), Adjunct Instructor, School of Nursing; B.S.N., M.S.N. (Staff Development Instructor, North Carolina Baptist Hospital, WinstonSalem).

Elliot J. Robins (1983), Adjunct Assistant Professor, Human Development and Family Studiess; B.A. M.A., M.S.W., Ph.D. (Assistant Professor, Antioch University, Ohio).

Jane RosenGrandon (1988), Adjunct Lecturer, Sociology; B.A., M.A. (Marriage and Family Therapist, Private Practice, Greensboro).

David L. Rudolph (1998), Adjunct Assistant Professor, Exercise and Sport Science; B.S., Wisconsin-Stevens Point; M.S., Western Illinois; Ph.D., Illinois at Urbana-Champaign.

Nina Rusinova (1992), Adjunct Associate Professor, Sociology; Ph.D. (Senior Scientific Researcher, Institute of Sociology, St. Peterburg Branch, Russian Academy of Science).

Mary K. Sanford (1984), Adjunct Associate Professor, Food, Nutrition, and Food Service Management, Associate Professor, Anthropology, Head. B.A., Henderson State; M.A., Ph.D., Colorado.

Mary M. Sappenfield (1996), Adjunct Instructor, School of Nursing. B.S.N., M.P.H., UNC at Chapel Hill (Nursing Director, Guilford County Department of Public Health, Greensboro).

Judith E. Scaro (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).

Kelly D. Shirley (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Carolinas Medical Center, Charlotte).

Julie H. Simmons (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).

Martie L. Skinner (1994), Adjunct Assistant Professor, Sociology; B.S., M.A., Ph.D. (Department of Instructional and Research Computing, UNC at Greensboro).

Barbara C. Smith (1989), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Staff Development Instructor, North Carolina Baptist Hospital, WinstonSalem).

Donald D. Smith (1997), Adjunct Professor, Public Health Education; B.A., Trinity College, D.M., Duke.

Angela S. Staab (1994), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, Annie Penn Hospital, Reidsville).

Mary C. Steuterman (1990), Adjunct Clinical Professor, Biology; B.A., M.D. (Medical Director, School of Medical Technology, Moses H. Cone Memorial Hospital, Greensboro).

Elisabeth E. Talbert (1979), Adjunct Clinical Supervisor, Psychology; B.A., M.A., Ph.D. (Licensed Practicing Psychologist, Greensboro).

Moshe Tatar (1998), Adjunct Assistant Professor, Counseling and Educational Development. B.A., M.A., Ph.D. (Upsilon Nu Chi Visiting Scholar).

Phyllis J. Taylor (1994), Adjunct Clinical Instructor, Biology; A.B. (Medical Technologist, Forsyth Memorial Hospital, Winston-Salem).

Garry R. Walz (1993), Adjunct Professor, Counseling and Educational Development, Senior Research Scientist. B.A., M.A., Ph.D., University of Minnesota-Minneapolis.

Carol L. Watters (1996), Adjunct Instructor, School of Nursing. B.S.N., Vermont; M.S.N., UNC at Chapel Hill; Ed.D., NC State (Clinical Specialist, Orthopaedic Unit, North Carolina Baptist Hospitals, Winston-Salem).

Nicholas C. Williamson (1993), Adjunct Associate Professor, Clothing and Textiles; B.A., M.B.A., Ph.D.

Johanna P. Winchester (1990), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, Wesley Long Community Hospital, Greensboro).

Paul R. Woodard (1992), Adjunct Associate Professor, School of Nursing; B.S., M.S., M.D. (President, Raleigh School of Nurse Anesthesia, Raleigh).

Kimberly G. Yarborough (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Carolinas Medical Center, Charlotte).

FACULTY SENATE AND COMMITTEES

FACULTY SENATE

The Faculty Senate exercises the legislative powers of the General Faculty.

Membership: 37 voting members (elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division), 12 nonvoting members (including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, a representative from the Council of Deans, the head of the Faculty Assembly delegation, 2 graduate students, and 2 undergraduate students).

FACULTY COMMITTEE STRUCTURE

(All terms of office are for 3 years with the exception of the Research Policies Committee. Terms for this committee are specified in its membership.)

I. ELECTED COMMITTEES

A. **Code Committees** (Elected at large)

1. **Committee on Due Process**

The Committee on Due Process shall exercise the following duties and responsibilities:

(a) Receive evidence, conduct hearings, and report its findings and recommendations to the department head and the department head's immediate supervisor or to the Chancellor and, as appropriate, to the Chair of the Faculty Senate, on appeals from administration decisions involving discharge or the imposition of serious sanctions, termination of faculty employment, and nonreappointment. In exercising its responsibility, the committee shall use the definition of terms and the procedures for such hearings which are established by The Code of the University of North Carolina and The Regulations on Academic Freedom, Tenure, and Due Process of The University of North Carolina at Greensboro.

(b) All appeals arising under Section 603 of The Code of the University of North Carolina shall be heard by the full committee. In all other appeals arising under the committee's jurisdiction, the committee may establish an ad hoc panel of at least three committee members appointed by the chair to conduct hearings, receive evidence, and report to the full committee for the committee's deliberation and recommendation. The panel report shall include records, transcripts, all other written material, and the panel's recommendation. However, no committee member may participate in the discussion or decision on his or her own appeal or in any other case in which that committee member has participated in the recommendations from departments, the Schools, the Library, the College of Arts and Sciences, or other University committees.

Membership: 4 tenured faculty, plus 1 Senator.

2. **Faculty Grievance Committee**

The Faculty Grievance Committee shall hear, mediate, and advise with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships on this campus in accordance with the provisions of The Code of the University of North Carolina. No grievance that grows out of or involves matters related to a formal proceeding for the suspension, discharge, or termination of a faculty member, or that is within the jurisdiction of another faculty committee, may be considered by the Faculty Grievance Committee.

Membership: 7 tenured/tenure-track faculty (with at least 1 member from each rank and 1 member from each School and the College), plus 1 Senator. Of the 7 tenured/tenure-track faculty members, only 3 may be untenured, and at least 2 must be professors. (No officer of administration, including department heads and division chairs, shall be eligible to serve on the committee.)

B. **Faculty Assembly Delegation**
(Elected at large)

The Faculty Assembly Delegation shall: (1) gather and exchange information on behalf of the faculties of the constituent institutions of The University; (2) advise, through appropriate channels, the Board of Governors, the General Assembly, and other governmental agencies and officers on matters of University-wide import; and advise and communicate with the President of The University regarding matters of importance to the faculties as well as the whole University.

Membership: 4 faculty member delegates, 3-4 alternates (one of whom shall be the Chair of the Faculty Senate).

C. **Chancellor Delegation** (Elected by the electoral divisions except for the Faculty Government Committee which is elected at large)

1. **Academic Policies and Regulations Committee**

The committee shall develop policies governing the academic calendar, summer session, class scheduling, academic advising, and undergraduate regulations and requirements.

Membership: 1 faculty member from each School and the College, plus 1 Senator. Ex officio and nonvoting members: as designated by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

2. **Committee on Appointed and Elected Committees**

The committee shall preside over elections for the Secretary of the General Faculty and for elected at-large members of faculty committees. The committee shall conduct the nomination and elections processes and determine the eligibility of the nominees in conformity with The Constitution and membership regulations of the committees; it shall also collate results from unit elections and General Faculty elections and report all results to the Faculty Senate in accordance with the Bylaws of The Constitution of the Faculty.

The committee shall also recommend to the Faculty Senate names of persons from the General Faculty to serve on all faculty appointed committees. In making these recommendations, the committee shall observe the following guidelines:

(a) Any voting member of the General Faculty may serve on appointed committees.

(b) In selecting persons to fill positions established by or pursuant to The Constitution, the Committee on Appointed and Elected Committees should consider factors of departmental affiliation, faculty rank, tenure status, ethnicity, length of service, and gender to the end that diversity of interests among the faculty are appropriately reflected on the appointed committees.

(c) The committee shall solicit names for committee assignments from the current committee membership, from members of the General Faculty and from deans. The Vice Chancellor for Student Affairs shall submit the names of students recommended by the President of the Student Government. The Dean of the Graduate School shall submit names of students recommended by the Graduate School Association.

(d) The committee shall recommend to the Chancellor, as requested, names of faculty members to serve on specially appointed committees.

In addition to the above responsibilities, the committee, upon approval by the Faculty Senate, shall recommend to the Chancellor the names of three tenured faculty members from which the Chancellor may select the Faculty Representative to the National Collegiate Athletic Association in accordance with the guidelines set forth in the Faculty Senate Bylaws for this representative.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

3. **Faculty Government Committee**
(Elected at large)

The primary function of the committee is to recommend to the Faculty Senate all changes to The Constitution of the Faculty. Recommendations related to the policies and regulations subject to adoption by the General Faculty shall be forwarded to the Faculty Government Committee for consideration and review before presentation to the Faculty Senate. The committee shall also review the governance structures adopted by the College, Professional Schools, and the Library to determine that they are consistent with The Code of the University of North Carolina, The Regulations on Academic Freedom, Tenure, and Due Process, and The Constitution of the Faculty.

Membership: 4 faculty, plus 1 Senator.

4. **Faculty Promotions and Tenure Guidelines Committee**

The committee shall review the Units' documents and exchange information about the general guidelines and expectations which the Units have developed for the evaluation of teaching, research and creative activity, service, and directed professional activity for promotions and tenure.

Membership: Chairpersons of the 8 Unit Committees on Promotions and Tenure.

5. **Faculty Welfare and Professional Development Committee**

The purpose of the Faculty Welfare and Professional Development Committee shall be to support the role of faculty members as learned professionals. The committee shall review and make recommendations on matters concerning professional status and effectiveness in the areas of teaching, research, and service. All matters other than salary and benefits are relevant, including but not limited to standards of professional performance; professional rights and privileges; working conditions; standards for teaching loads and reduction in load for research and service assignments; research and other leaves of absence; and programs for the enhancement of faculty professional abilities and effectiveness, including participation in seminars, workshops, colloquia and other professional development programs, professional travel and similar activities.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

6. **Graduate Studies Committee** (elected by members of the Graduate Faculty in each electoral division)

The Graduate Studies Committee shall be an agency of the Senate devoted to studying aspects of graduate education. Its basic duties and responsibilities are as follows:

(a) Establish the criteria for the selection and review of members of the Graduate Faculty;

(b) Review all new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, approve with modification. Review and act on all proposals for new graduate programs or major modifications to existing programs including the discontinuation of graduate programs;

(c) Review and formulate policies and regulations related to graduate education admission, retention, and graduate requirements;

(d) Hear student appeals related to Graduate School policies and regulations;

(e) Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education;

(f) Act on matters referred by the Faculty Senate, Dean of the Graduate School, Graduate Faculty, and the Graduate School Association on graduate education;

(g) Report to the Faculty Senate on actions taken regarding graduate education policies and programs;

(h) Advise the Faculty Senate on matters relating to graduate education.

Membership: 9 faculty elected by the Graduate Faculty (1 from each School and 3 from the College), plus 1 Senator, who is a member of the Graduate Faculty. (Up to 4 additional members may be appointed by the chair, after consultation with the Dean of the Graduate School, in order to achieve programmatic balance, to serve one-year terms.) The Dean and Associate Dean of the Graduate School and 2 graduate students elected by the Graduate Student Association are also voting members.

7. **Research Grants Committee**

The primary functions of the committee are to: (a) receive, evaluate, and act on applications for funding of faculty research grants, subsidies for book publication, refereed publication page charges, submission fees, journal article reprints, and exhibition/performance charges; and (b) set policies and procedures deemed necessary.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator. (Up to 4 additional members may be appointed by the chair, after consultation with the Associate Provost for Research, in order to achieve programmatic balance, to serve one-year terms.) Ex officio and nonvoting: Director of Research Services.

8. **Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:

(a) To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools; the discontinuation of courses and programs; routine changes as previously approved by the Provost's Office;

(b) To approve requests for area credit designation for both new and existing courses as forwarded by the instructional area committees;

(c) To review and approve student proposals under Plan II (Specially Designed Programs of Study);

(d) To oversee the adherence to the all-University requirements by the College and the various Schools and to initiate curricular reviews at least every five years;

(e) To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the committee.

Membership: 10 faculty (1 from each School and the Library, and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost.

II. APPOINTED COMMITTEES

(all appointed by the Committee on Appointed and Elected Committees with self-nominations and nominations from the deans)

1. Academic Computing Committee

This committee shall serve as a policy formulation body with respect to academic computing and related activities. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and the chair of the Library Committee, ex officio. Ex officio and nonvoting: Associate Vice Chancellor for Computing and Information Systems.

2. Budget Committee

The committee shall review the budgetary needs of the University and make recommendations to the appropriate administrators and to the Faculty Senate regarding the needs of the faculty. The committee shall be consulted by and shall advise in a timely fashion the Chancellor and other administrative officers during the process of budget preparation, revision, and allocation of University resources.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

3. Commencement and Ceremonies Committee

The committee shall recommend to the Chancellor policies related to convocation and commencement activities and shall advise on activities for these and other University ceremonies as requested. The committee shall coordinate its work with the Commencement Steering Committee to see that adopted plans are executed.

Membership: 4 faculty (including 1 from the School of Music), plus 1 Senator and 4 students (including the Chief Marshal, Assistant Chief Marshal, President of the Senior Class, and a graduate student).

4. Enrollment Management Committee

The committee shall review, recommend, and advise on policy decisions related to undergraduate enrollment: recruitment, admissions, financial aid, and retention.

Membership: 10 faculty (1 from each School and the Library and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

5. Faculty Compensation Committee

The committee shall review, recommend and advise on all policies regarding faculty salaries and employee benefits for the regular academic year, summer session, and UNCG extension courses. The committee shall make periodic and timely reports to the Faculty Senate regarding the salary situation at UNCG such as comparison of salaries among the Schools and the College, gender differences in salaries and salary inequities between new appointments and continuing appointments in similar disciplines. The committee shall also review the salaries and employee benefits in the UNC system, national trends in faculty salaries and employee benefits and the effect of inflation upon salaries and benefits. The committee shall make an annual recommendation to the Faculty Senate regarding salary increases and the employee benefits package. These recommendations shall address merit pay increases, cost of living adjustments, and enhanced employee benefits, and shall be forwarded to the Chancellor and to the President of the UNC system through the UNCG Delegation to the Faculty Assembly.

Membership: 4 faculty, plus 1 Senator.

6. Intercollegiate Athletics Committee

The committee shall be responsible for monitoring and reporting on intercollegiate athletics to the Faculty Senate. Of primary concern to the committee shall be the academic welfare of the student athletes and the overall integrity of the intercollegiate athletics program. The committee shall be available to hear and act on complaints and suggestions about intercollegiate athletics from the faculty, students, and other members of the University community.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and 3 students (1 from the Student Athletic Association, 1 from the Student Government, 1 from the Graduate Student Association). Ex officio: Faculty Representative to the NCAA. Adjunct: Director of Intercollegiate Athletics.

7. Library Committee

The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Library. The committee shall act as a liaison agency interpreting Library policies to the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator and the chair of the Academic Computing Committee, ex officio. Ex officio and nonvoting: Director of the Library. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

8. Research Policies Committee

The committee shall make advisory recommendations to the Faculty Senate and/or to the Associate Provost for Research, acting for the Provost, about new policies or changes in existing policies that affect research conducted by faculty at the University. The overall goal for the committee is to enhance the research climate of the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator, 2 all-university Institute or Center directors, the chair of the Institutional Review Board for Human Subjects, and the chair of the Institutional Animal Care and Use Committee. Administrative staff for the committee to be: Associate Provost for Research, Director of the Office for Research Services, and Accounting Manager for Contracts and Grants from the Division of Business Affairs.

The all-university Institute or Center directors shall serve for 3 years. Of the 7 faculty members, 3 shall serve a three-year term, and 4 shall serve a two-year term. The chair of the committee shall always be a faculty member who shall serve a two-year term. The Senator member shall be appointed annually. Terms are not specified for the chairs of the Institutional Review Board for Human Subjects and the Institutional Animal Care and Use Committee because their time as committee chairs is specified within their respective committee structures.

9. University Teaching and Learning Center Committee

The committee shall serve as a policy formulation body with respect to the University Teaching and Learning Center. The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Center. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator. Ex officio and nonvoting: Director of the University Teaching and Learning Center.

UNCG Enrollment & Earned Degrees Statistics

Enrollment Summary for Fall Semester 1997

Seniors	2,659
Juniors	2,259
Sophomores	1,724
Freshmen	2,430
Graduates	2,567
Specials and Unclassified	669
Total	12,308
Extension	591
TOTAL COLLEGIATE ENROLLMENT FALL 1997	**12,899**

Summer School 1997

Summer Session	5,008

Summary of Earned Degrees Granted at UNCG on May 13, 1997* (degrees earned in Summer 96, Fall 96, and Spring 97)

Doctor of Philosophy	69
Doctor of Education	11
Doctor of Musical Arts	8
Specialist in Education	1
Certificate of Advanced Study	2
Master of Arts	93
Master of Education	123
Master of Library & Information Studies	47
Master of School Administration	7
Master of Science	120
Master of Fine Arts	34
Master of Music	16
Master of Business Administration	71
Master of Science in Business Education	11
Master of Public Affairs	19
Master of Science in Nursing	78
TOTAL GRADUATE DEGREES	**710**
Bachelor of Arts	626
Anthropology	13
Archaeology	2
Art	14
Biology	48
Chemistry	7
Classical Studies	9
Dance	9
Drama	5
Economics	17
English	102
French	3
Geography	25
German	1
History	53
International Studies	6
Linguistics	0
Mathematics	7
Media Studies	46
Music	14
Philosophy	7
Physics	2
Political Science	53
Psychology	107
Religious Studies	8
Sociology	27
Spanish	9
Speech Communication	30
Women's Studies	2
Bachelor of Science	853
Accounting	68
Biology	28
Business Administration	41
Business Education	1
Chemistry	8
Clothing & Textiles	36
Computer Science	12
Dance	4
Economics	12
Education of Deaf Children	21
Elementary Education	77
Exercise & Sport Science	38
Finance	25
Food & Nutrition	26
Health Education	21
Housing & Interior Design	22
Human Development & Family Studies	78
Information Systems & Operations Mgt	61
International Business Studies	10
Leisure Studies	58
Management/Marketing	123
Mathematics	9
Middle Grades Education	8
Physics	0
Plan II	1
Social Work	56
Speech Pathology and Audiology	9
Bachelor of Science in Medical Technology	3
Bachelor of Fine Arts	53
Art Education	0
Art, other	42
Dance	1
Drama	9
Plan II	1
Bachelor of Music	43
Bachelor of Science in Nursing	149
TOTAL BACHELOR'S DEGREES	**1,727**
TOTAL EARNED DEGREES	**2,437**

* *Source: Office of Institutional Research, Fact Book 1997-98*

APPENDIX A

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for application tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

APPENDIX B

THE UNIVERSITY OF NORTH CAROLINA POLICY ON ILLEGAL DRUGS

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and disseminating of knowledge. All members of the academic community — students, faculty, and staff members — share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted

persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

I. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees[1], and SPA employees[2].

II. Notice

A. Article 5 of Chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

III. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs. This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

IV. Disciplinary Proceedings and Sanctions

A. Preliminary Determinations

The University will initiate a disciplinary proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever **both** of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances
2. the alleged conduct is deemed to harm the interests of the University

Requirement (1), above, can be satisfied by **either** of the following:

(a) a conviction or a guilty plea resulting from criminal prosecution

(b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate disciplinary action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students

Judicial Policies Related to Student Conduct for the The University of North Carolina at Greensboro, approved by the Chancellor

Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

SPA Employees

Relevant regulations of the Office of State Personnel

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalities for students, faculty, senior administrative officers, and non-faculty EPA employees:

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offences described:

1. Trafficking[3] in Illegal Drugs

(a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

(b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

2. Illegal Possession of Drugs

(a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(b) For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

(c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

V. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

VI. This policy shall be effective with the beginning of Fall Term, 1988.

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[1]Non-faculty personnel whose employment is exempt from the State Personnel act

[2]Staff personel whose employment is subject to the State Personnel Act

[3]The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95 (h).

Appendix C

Academic good Standing Policy in Effect for Undergraduates Admitted to the University Prior to Fall 1996

The following requirements and procedures for maintaining academic good standing will remain effective for undergraduates admitted to UNCG prior to Fall 1996. To continue in academic good standing at UNCG, undergraduates who have completed all of their work at UNCG must meet the cumulative grade point average presented in the table below. Transfer students must add the semester hours accepted in transfer to the hours attempted at UNCG to determine the cumulative grade point average necessary.

In addition, to meet graduation requirements, a student must present a minimum of 122 semester hours with a minimum cumulative grade point average of 2.00. No more than 168 hours may be attempted toward an undergraduate degree.

Several departments or schools at UNCG require a cumulative grade point average higher than 2.00 for admission to and continuance in a major program. Please refer to specific programs in the Undergraduate Bulletin for more information.

Academic Probation and Academic Suspension

A student whose cumulative grade point average is below that required is placed on academic probation. Failure to restore the required grade point average in one semester will result in academic suspension.

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether or not they are on academic probation.

Removal of Academic Suspension

After at least one semester of academic suspension for failure to meet the minimum grade point average, a student may apply for reactivation. (Summer School is not considered a semester for removal of academic suspension.)

If reactivated, the student will be placed on academic probation with special terms of probation. Failure to meet the special terms will again result in academic suspension.

UNCG reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Academic Appeals

The Director of Academic Advising and Support Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations as stated in the Undergraduate Bulletin. The student should consult the Office of Academic Advising and Support Services for information concerning the appeal process.

For Undergraduates Admitted to the University Prior to Fall 1996—Required Cumulative Grade Point Averages for Academic Good Standing

24 OR LESS 1.30

25	1.31	36	1.39	47	1.46	58	1.54	69	1.62	80	1.70	91	1.78	102	1.86	113	1.94		
26	1.31	37	1.39	48	1.47	59	1.55	70	1.63	81	1.71	92	1.79	103	1.86	114	1.94		
27	1.32	38	1.40	49	1.48	60	1.56	71	1.64	82	1.71	93	1.79	104	1.87	115	1.95		
28	1.33	39	1.41	50	1.49	61	1.56	72	1.64	83	1.72	94	1.80	105	1.88	116	1.96		
29	1.34	40	1.41	51	1.49	62	1.57	73	1.65	84	1.73	95	1.81	106	1.89	117	1.96		
30	1.34	41	1.42	52	1.50	63	1.58	74	1.66	85	1.74	96	1.81	107	1.89	118	1.97		
31	1.35	42	1.43	53	1.51	64	1.59	75	1.66	86	1.74	97	1.82	108	1.90	119	1.98		
32	1.36	43	1.44	54	1.51	65	1.59	76	1.67	87	1.75	98	1.83	109	1.91	120	1.99		
33	1.36	44	1.44	55	1.52	66	1.60	77	1.68	88	1.76	99	1.84	110	1.91	121	1.99		
34	1.37	45	1.45	56	1.53	67	1.61	78	1.69	89	1.76	100	1.84	111	1.92				
35	1.38	46	1.46	57	1.54	68	1.61	79	1.69	90	1.77	101	1.85	112	1.93	122 OR MORE	2.00		

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School of Music *5789*

School of Nursing *5010*

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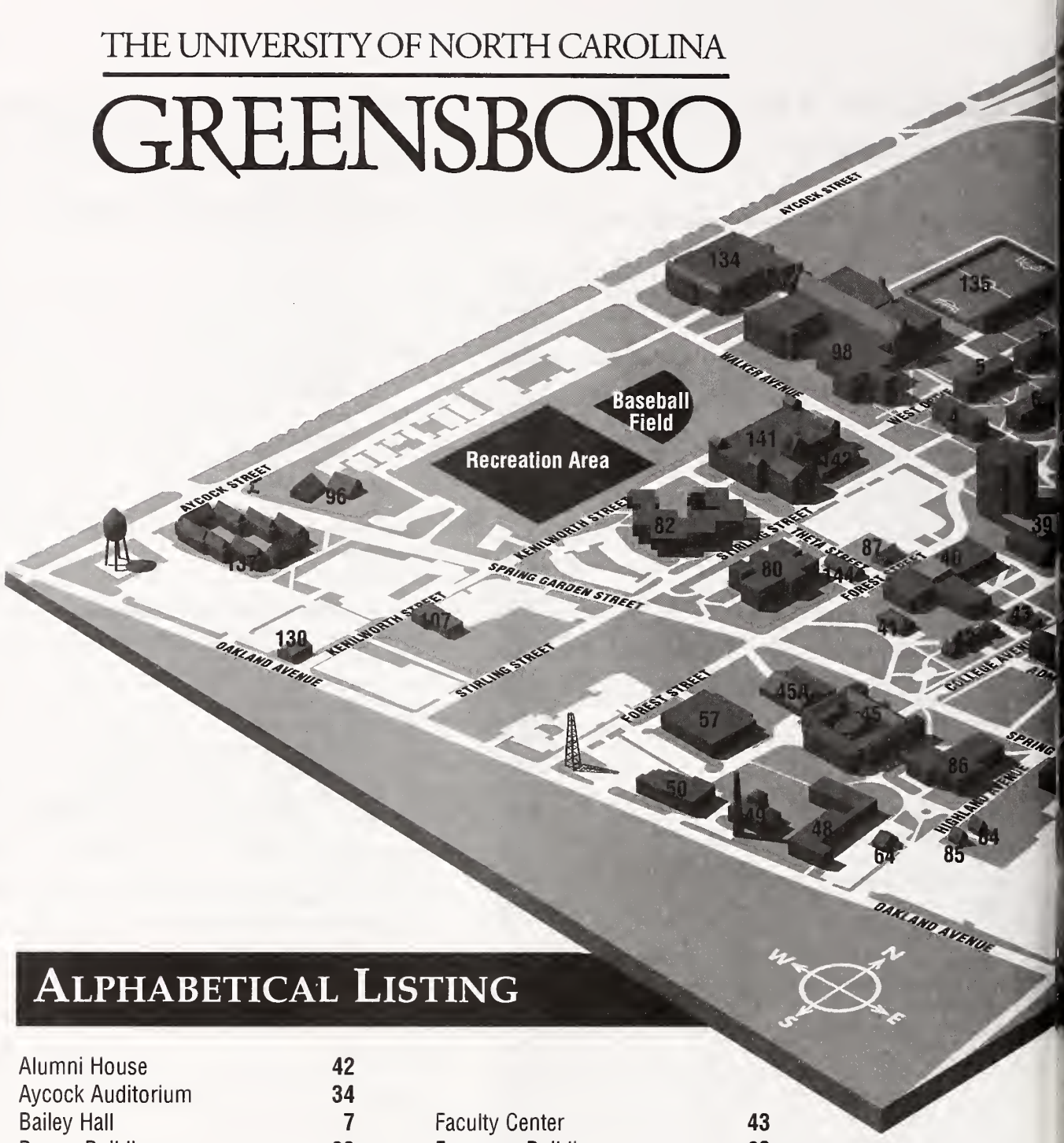

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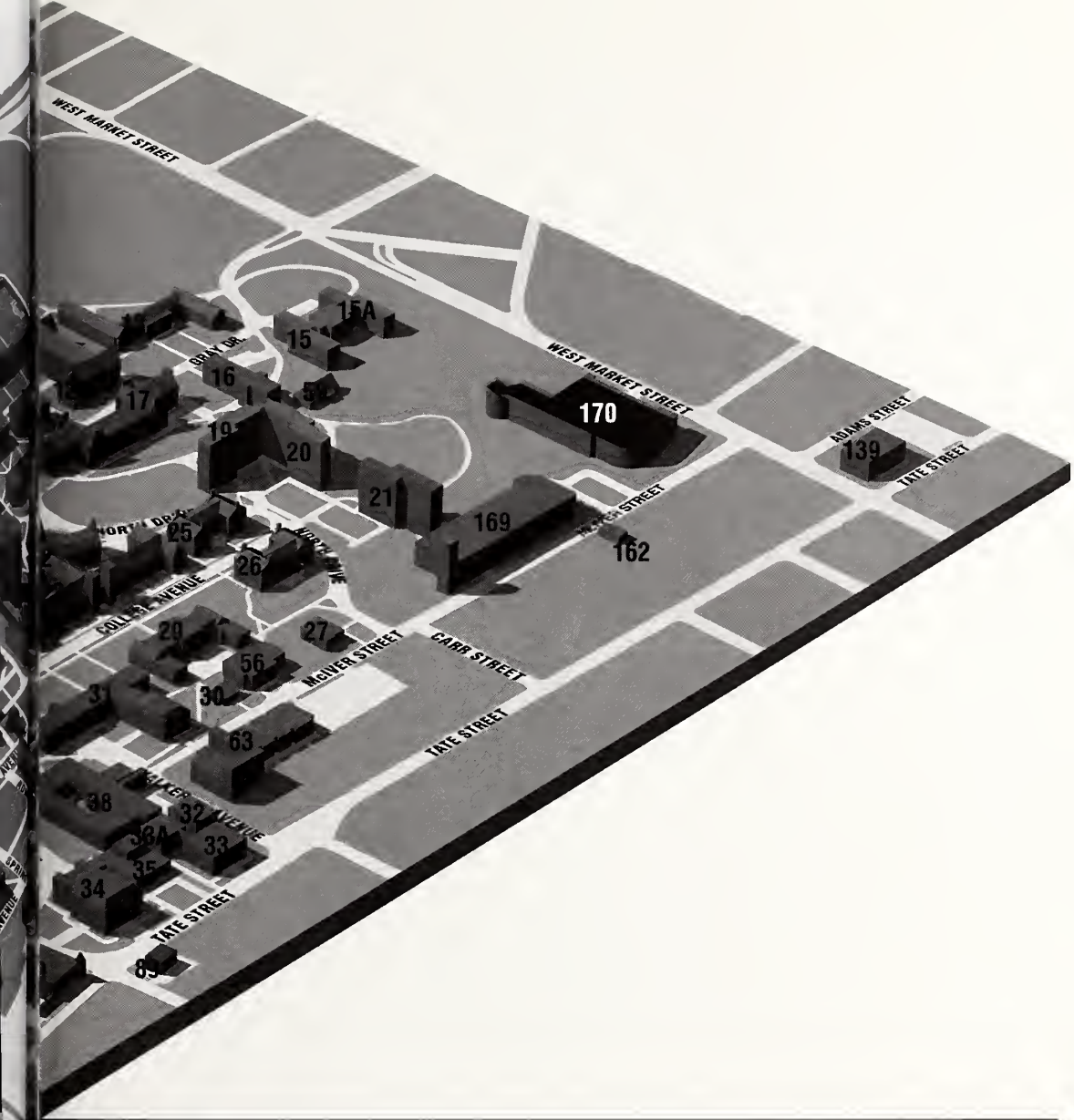

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6	Shaw Hall	**4**	525 Tate St.	**94**
8	Sink Building	**48**	527 Highland Ave.	**84**
7	Smith Building	**142**	529 Highland Ave.	**85**
8	Soccer Stadium	**135**	500 Forest St. (Visitor Center)	**144**
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3	Spring Garden Apartments	**96**	723 Kenilworth St.	**107**
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